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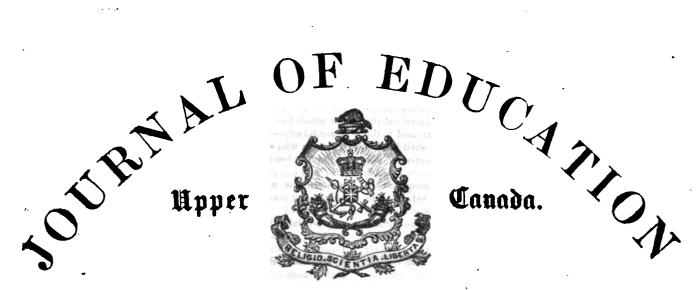
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## AMERICAN ASSOCIATION FOR THE ADVANCEMENT OF EDUCATION.

We know not that we can better commence the fifth volume of the Journal of Education than by presenting our readers with the Address of the Right Reverend Dr. Portua, of Philadelphia, one of the Bishops of the Protestant Episcopal Church in the United States, delivered at Cleaveland, Ohio, at the opening of the second annual meeting of the American Association for the Advancement of Schools for Upper Canada has the honor of being a member, and which embraces the British North American Provinces, as well as the United States. Dr. Pottra's language is as elequent and beautiful as his views are comprehensive and philanthropic. Dr. Pottra, as President of the Association, opened the proceedings of the annual meeting with the following able and elequent exposition of its objects and character:

He remarked:—The Association which we have now ventured to organize—I use the term ventured, because I appreciate the responsibility which any of the friends of education assume in undertaking to associate themselves together for purposes so vast, and under a title so comprehensive as are indicated in this instrument, which the Secretary has just rend;—the Association is not only national—it is in trath continental. It is an American Association for the advancement of Education, and it aspires to embrace within the sphere of its unpretending labours, representatives from all quarters of North America. It would recognize no barriers

between the citizens of this great republic, and the citizens of the neighbouring provinces of a British monarch. It would recognise, in regard to our own land, no distinctions, no dividing lines between the east and the west, the north and the south. It owns here, in its aspirations, but one country, and but one kin. Man es man, in all his high and illimitable capabilities, is the subject about whom we propose to counsel together—for the advancement and elevation of whom we propose to labour. A period seems to me to have arrived in the history of education in this country, and in every civilized and Christian land, in which re-unions, consultations, mutual deliberations, the calm, dispassionate exchange of opinion, become very important. To give to these re-unions their appropriate dignity, and, above all, their appropriate usefulness, it is desirable to combine the labours of those who come from every section. To attain this object it is proposed to make the meetings of this itution migratory. It was cradled upon the shores of the Atlantic, in that city where the Declaration of Independence was first: made, and where first saw the light that eggs under which we live, the Constitution of the United States. All we can hope for in this institution is, a career in some humble measure as progressive and as rich in blessings to mankind, as has been the career of the two great instruments to which I have referred. By conversing at different points we hope to secure a fair infusion of the best intelligence and public spirit which has applied itself to this subject of education throughout the length and breadth of North America. We have met here, to-day, as if to indicate the comprehensive design of this institution. Where are we assembled? On the design of this institution. shores of one of those magnificent inland seas which constitute so much of the strength and glory of this people. We look towards the south, on that wast expanse, teeming with its millions of population, the waters of which discharge themselves into the Gulf of Mexico. Rolling at our feet are waters which reach the Gulf of St. Lawrence; and these same waters, on their backward course, carry you to that mighty territory of the North and West so rapidly peopling from every part of the earth, and from which, as a great hive, multitudes are to be sent forth to the Pacific. The time at which we are met is auspicious. During these hours, there are assembled at the capital of a neighbouring State, which has entitled itself the Empire State, representatives from the science of the land -from those who have consecrated themselves to knowledge in the departments of chemistry, mechanics, and natural history. • We have assembled ourselves at a place distant from them geographically, to confer about the great science and art of educationscience which seeks to investigate the laws which regulate the normal development of the mind-an art which applies these laws to the actual culture and development of that same mind. Now, I conceive we shall labour well and wisely in this cause, in proportion as we recognize the fact, that while much has been given us

<sup>\*</sup> The American Association for the Advancement of Science,

from the past in the speculations and the experience of those that remains to be wisely and efficiently applied. LI believe that a perfeet system of training never will be discovered until a perfect philosophy of mind shall have been evolved. We must understand the laws of that wonderfully complex being, who is to be trained to the doctrine of his full and glorious development, ere we shall be prepared to present rules for that development in perfection. The labours of this Association will be valuable just in proportion as we come in the capacity of learners. If we come imagining that we have discovered the last secret of peopling, full of the vain glorious thought the to us it has been given to utter the last words on this subject then I conceive that the maxim will be I kely to be verified in our case, that pride goeth before a fall. If there is one subject in which the deliberations of men should be cautious, the character of their resolves and the spirit of their inquiries free from dogmatism, it is the subject of education. Cotemporaneous with this time of meeting, there is another great congress assembled, well entitled to the consideration of civilized man all over the globe. I I speak of those representatives of industry-of those productive arts which are the arts of peace—that are now gathered in the commercial emporium of Europe. The Temple of Janus is once more closed; the clamor of arms—at least for a short time—has ceased; and we are permitted to conduct our peaceful deliberations in the midst of a world at peace. I trust that the connection between education and the arts of peace will become more apparent, and that the great truth which is illustrated by all past experience, will be recognized by every parent and every teacher-that education is naturally allied to peace, and that war is the foe to mental improvement, in the old and the young alike. What we want, then, my friends, in this day of industrial and scientific congresses, is to coment, closer and closer, the bands which bind us, of education, to science on the one hand, and to the arts of peace on the other. We should show that the schoolhouse is the proper avenue to improvement in all the industrial arts, and that through which the young aspirant must gass, if he would become a discoverer of the truths of science. And how much might be done to kindle, in the minds of pupils, a love for truth-a love so large, so rich, so pure, that when that pupil goes forth into the arena of life, he may go as a learner of truth, through all of that, life which Providence assigns, him; so that, fired with an unfailing love for truth, he may learn more of it than has been given to others before him to know; so that he may give to the world some new truth, or clothe some old one in language and imagery so new and captivating, that the world will not willingly let it die. We stand here, then, to-day, my friends, in what may be considered a great moral and social We plant ourselves here, and instal ourselves in the full possession of our responsibilities and privileges as an Association, that we may proclaim to the world the catholic character of the auspices under which we live-catholic, not merely in regard to territory, or to civil and political relations, but in regard to principles -in regard to systems-in regard to institutions-in regard to m n. This is an American Association for the advancement of Education; for the advancement, permit me to say, of universal education; education in all its stages, from the humblest rudiments to the highest attainments-from the humblest seminary, called by the name of the District School, to the greatest of our universities and colleges. We know here no privileged classes—we know here no prescribed systems or institutions. We would give to every principle which appears upon the great stage of education, a full and impartial hearing. We would judge every system by its fruits, and as those fruits have approved themselves to the enlightened judgment of mankind, should we say it must stand or fall. It is a mistake to suppose that this Association contemplates merely what is called popular education, by that magnificent system of public instruction which is fostered by the State. The education which we desire to promote, is the education which lays its deep foundation in the family, which is carried forward in the common school and in the college. The only basis is a basis broad enough and large enough to comprehend every institution which has received the approbation of mankind. We meet to proclaim the progressive spirit of the age. Where are you sitting, my friends? Where am I standing? Where, fifty years before this time, no friend of human rights, no friend of education, addressed the large assembly. We are met here, to-day, where, only fifty years ago, there was almost a path

les wild ness; where the Indian cance and the Indian wigwam, or till solltary hut of the trapper, were the only objects which betokened the presence of man. Where are we now? Upon the borders of a State which did not then contain forty thousand people, but which has now two millions of souls. We are now in this beautiful city—this city of cities—with its twice ten thousand souls. Then, he who stood in Cleveland felt himself upon the furthestthe utmost borders of western civilization. And now, where is the man who can put his finger upon the map, and indicate the extreme western line which has been reached, or shall be reached, in our progressive march? How wenderful the progress duping these few brief years! We have come here with this institution that we may proclaim that those who founded it, founded it with hearts beating high and warm with the spirit of progress. But permit me to remind you, further, that we stand here, as on an appropriate apot, to vindicate our interest also in the cause of conservation. What is this beautiful town? What this mighty commonwealth, this great republic, or this confederation of republics? Is it the creation of the last few years? Is it a creation that started into being by its own fiat, or has it come down to us as a precious legacy from the past? Does it appear from history that the United States is a country without an origin, a child without parents? There is no civilization of that kind-there are no blessings of that kind. There is no nation, kindred or people that can lift up their heads to high heaven, and proclaim their independence of the men and the nations that went before them. They may rather say, with all humility and with all pride, that they are what the past of the world has made We beast the energies of the people among whom we live. We can trace them back to our sires, and to our father lands. Our pledge, our security for the glorious future, which we trust is opening before us, is, that we sprung from distinguished ancestry, and that our limbs are strong with the moral political strongth that has been breathed into us from generation to generation. We come not ignoring the past, and contemning the labors of those who have gone before us in the work of education. When I look to Greece and Rome, and see what was taught in their Schools -what the masterpieces that emanated from the hands of their poets and orators, their sculptors and architects, their historians and philosophers-I cannot think that those schools were without merit, or that it becomes us to think or speak of them with disrespect. Be it ours rather to combine the results bequeathed to us by our predecessors, with improvements which shall demonstrate that we are antitled to be named and remembered as their not unworthy sens and heirs. The time is at hand when the records of the future will be made up-when the annuls of those years that may succeed our present meeting will be registered. How will those annals appear as regards this Association? What shall be said, at the distance of ten, twenty, or thirty years of the promise's and pretensions of this infant Association? Shall its history then be written over its tomb, or shall it be written upon a column, high and bright, standing with its head towards heaven, proclaiming that it still lives to serve and bless the world? Whether this proud destiny shall attend, it lies henceforth with you; with those who have forwarded and come here to instal this Association; with those who shall lead it on through its infant years; with the friends of education throughout the country; with the professors and the presidents of our colleges; with the men, good and true, who have devoted their lives, through twenty and thirty years, to the cause of education. These are the men whom we wish to meet here. And if they come not to our help, we will lay, in the day of our failure-if that day arrivewill then lay the reproach of that failure at their door. regard to those that are here, much will depend upon the dignity, the calmness, and the earnestness with which they deliberate. can never confer too much, but we may resolve unwisely. may act hastily; we may not recognize that propensity of the American mind which violates that homely provers, "Be sure you are right, and then go shead." An infirmity of the American character is to go shead first, and then find out you are wrong. It has been the infirmity of the associations for the promotion of education: They have been formed without numbers; without numbers they have lingered out a short and fitful life, and have then expired. Illium fuit-(Troy was). They were begun with great promises—they were miserable in their performance. Is this to be the history of this Association? I trust in God not. I should be sorry to have assisted in giving birth to such an institution. If we

labor kindly, wisely, then, though that catastrophe should come, we may say that our skirts are free from the blood of this abortive experiment. Only a few more years will have passed away before these children will have become invested with the sovereignty of this country; will become its citizens, its teachers, its parents, its lawyers, its physicians. Be true, then to your trust, and live and labor so that you may be able to lift your eye towards the adversary—towards heaven—towards the world, with the consciousness that whatever has done injury to the race, you did it not.

### Pouths' Department.

Prom Dickens' " Household Words."

THE DUMB CHILD.

She is my only girl:
I ask'd for her as some most precions thing.
For all unfinish'd was Love's jewell'd ring.
Till set with this soft pearl;
The shade that time brought forth I could not see;
How pure, how perfect seem'd the gift to me!

Oh, many a soft old tune
I used to sing unto that deaden'd ear,
And suffer'd not the lightest footstep near,
Lest she might wake too soon;
And hushed her biothers' laughter while she lay—
Ah, needless care! I might have let them play!

'Twas long ere I believed
That this one daughter might not speak to me;
Waited and watch'd God knows how patiently!
How willingly deceived:
Vain Love was long the untiring nurse of Faith,
And tended Hope until it starved to death.

Oh! if she could but hear
For one stort hour, till I her tongue might teach
To call me mother, in the broken speech
That thrills the mother's ear!
Alas! those seal'd lips never may be stirr'd
To the deep music of that lovely word.

My heart it sorely tries
To see her kneel with such a reverent air,
Beside her brothers at their evening prayer;
Or lift those earnest eyes
To watch our lips, as though our words she knew,—
Then moves her own, as she were speaking too!

I've watch'd her looking up
To the bright wonder of a squeet aky,
With such a depth of meaning in her eye,
That I could almost hope
The struggling soul scould burst its binding cords,
And the long pent-up thoughts flow forth in words.

The song of bird and bee,
The chorus of the breezes, streams and groves,
All the grand music to which Nature moves,
Are wasted meledy
To her: the world of sound a tuneless void;
While even Silence hath its charm destroy'd.

Her face is very fair:
Her blue eye beautiful: of finest mould
Her soft white brow, o'er which, in waves of gold,
Rippies her sithing hair,
Alas! this lovely temple closed must be,
For He who made it keeps the master-key!

Not of all gifts bereft
Even now. How could I say she did not speak?
What real language lights her eye and cheek,
And renders shanks to. Him who left
Unto her soul yet open avenues
For joy to enter, and for love to use.

And God is love doth give
To her defect a beauty of its own.
And we a deeper tenderness have known
Through that for which we grieve.
Yet shall the seal be melted from her ear,
Yea, and my voice chall fill it—but not here:

When that new sense is given,
What rapture walt its first experience be,
That never woke to meaner melady,
Than the rich eongs of heaven,—
Te hear the full-toned asthem swelling round,
While angels teach the estacies of sound!

#### ILLUSTRATIONS OF GRECIAN ANTIQUITIES.

We have thought it might prove entertaining to the youthful portion of our readers, to find in our pages occasional illustrations of some of the more remarkable institutions and customs of the two most celebrated heathen nations of antiquity,—the Greeks and the Romans.

Among the Greeks, periodical Games were of high antiquity, and exerted an important influence upon their national character. Such games were early celebrated, especially in honour of the dead; and Homen, the father of Grecian poetry, describes, in his account of the funeral of Patroclus, the chariot-races, foot-races, boxing, wrestling, throwing the quoit, I.c. These games were at length connected with the religious festivals of the Greeks, were deemed sacred, and regarded as a part of their religion. In his Epistle to the Grecian Christians at Corinth, St. Paul refers to these games, in illustration of Christian conflict, duty, and hope. He says he "runs not as uncertainly;" he "fights, not as one that beateth the air;" he has in view, "not a corruptible, but an incorruptible crown." He also "keeps his body under, and brings into subjection"—referring to the severe course of physical regimen and exercise required of Grecian competitors, preparatory to their public appearance.

There were four public solemn games in Greece—the Olympic, Pythian, Nemean, and Isthmian. The Isthmian games were celebrated near the Isthmus of Corinth, whence they derived their name. They were observed every third, and afterwards every fifth year, and held so sacred, that a public calamity could not prevent their celebration. The victors were crowned with a garland of pine leaves.

The Nemean games were celebrated in the town of Nemea, in Argolis, every third year. The victors were crowned with parsley. The Pythian games were celebrated every fifth year, in the second

year of every Olympiad, near Delphi. The victors were crowned with laurels.

The Olympic games were celebrated the first month of every fifth year at Olympia, a town situated on the river Alpheua, in the territory of Elia, on the western coest of the Pelopennesus. These were the most famous games of the Greeks; they lasted five days, and drew together an immense concourse from all parts of Greece, and even from foreign countries. No one was permitted to contend in them unless he had prepared himself, by continual exercises, for ten months in the public gymnasium at Elia. The competitors were obliged to take an oath that they would use no unlawful means to obtain he victory. The prize bestowed on the victor was a crown of olive; yet this honour was considered equal to the victory of a general among the Greeks, and to a triumph among the Romans. Thuchdes informs us that during the celebration of these games, a sacred truce was observed between all the States of Greece, all hostile operations were suspended, and, for the time, they regarded each other as fellow-citizens and brethren.

The only authentic chronology of the Greeks, is connected with these games. The space (four years) that intervened between one of their celebrations and another was called an Olympiad. The era of the first Olympiad is 776 years before the Christian era. The Olympiads may be reduced to the common era, by multiplying the Olympiad, immediately preceding the one in question, by 4, and add the number of years to the given Olympiad, and, if B. C., subtract the amount from 777; if A. D., subtract 776 from the amount.

The exercises practised at these games were, first, feot-races alone: but they afterwards consisted also of throwing the quoit, boxing, wrestling, horse, and chariot-races. At that period, when guapowder was unknown, and war had not become a science, and each battle was only a multitude of single combats, such exercises of bodily strength and activity were smuch cultivated by most ancient nations; but the Greeks were the first to reduce them to a system, and invest them with the importance of a national institution.

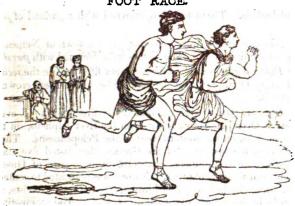
These games were not wholly confined to gymnastic and athletic exercises; contests were also, at lates periods, admitted between poets, orators, musicians, historians, philosophers, and artists of different descriptions. It was there that postions of the history of Heroditus were first recited or read; and it was by thus listening to the fascinating tales of the Father of profane history, that Thuchders first caught the inspiration which prompted him to write a history as philosophical as it is brilliant, and as charming as it is profound. It was at these games also, that Lyslas recited his harangue on the fall of the tyrant Dronyslus. Intellectual enjoyments thus became blended with social amusements and athletic contests; and assemblages which first produced martial skill and prowess, were in after ages productive of social and intellectual refinement.

The following illustrations will give our youthful readers some idea of the principal athletic exercises which were practised at the Grecian games, and cannot fail to impress them with the much greater elevation of modern taste, and manners, and institutions, and especially of religion and morals, notwithstanding the boasted refinement and grandeur of Grecian taste and character.

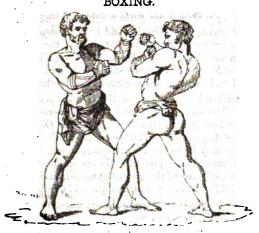
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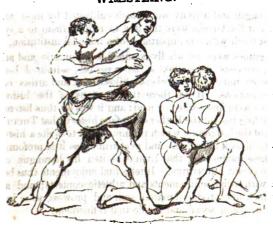
FOOT RACE



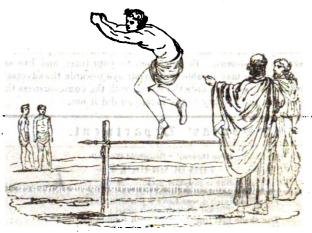
BOXING.



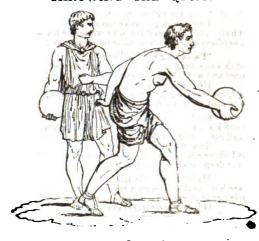
wrestling.



LEAPING.



THROWING THE QUOIT.



ILLUSTRATIONS OF ASTRONOMY.

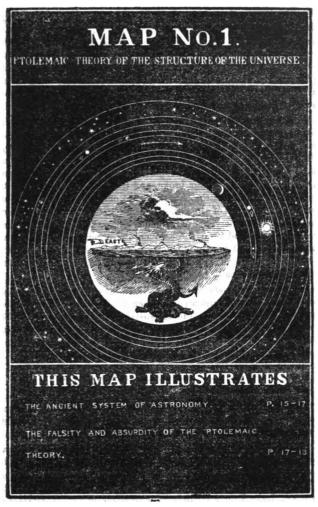
Great and devout minds have, in all ages, contemplated, with much interest, the sun, the moon, and the other heavenly bodies which people the universe: and the mind of youth finds an ennobling and delightful employment in surveying betimes those amazing productions of infinite wisdom, benevolence and power. We propose to contribute to the profit and enjoyment of our youthful readers by presenting them with a series of illustrations which exhibit the more obvious and entertaining facts connected with the progress and study of astronomical science. The engravings procured for this purpose, have been obtained from the New York Publishers of Mattison's Elementary Astronomy for Academies and Schools -a work of much originality, and highly approved by great numbers of Professors and Teachers in the United States.\*

The Holy Scriptures contain, by many centuries, the oldest records of celestial phenomena, as well as of human history. Mosas, who wrote a thousand years before the oldest Greek historian, narrates the creation of the sun, moon and stars, and the commencement of their revolutions; and Jos, who probably lived before Moszs, refers to constellations or clusters of stars under the very names that they bear at the present day. He speaks of "Arcturus, Orion, and Pleiades," and contemplates the Almighty as "hanging the earth upon nothing." Both the Egyptians and Assyrians paid much attention to the stars; and ALEXANDER the Great, 336 B.C., found, at Babylon, authentic records of eclipses, observed there, 720 and 718 B. C., and astronomical records extending back to some 2000 B. C., or about the time of the Patriarch ABRAHAM.

About one thousand years after JoB and MosEs, flourished in succession, in Greece, Thales, Anaximander, and Pythego-

<sup>\*</sup> The Maps, of which the engravings given are miniatures (to oks), are for sale at the Educational Depository, Toronto. See D

RAS, each of whom made astronomical observations and taught some doctrines the correctness of which has been verified by the investigations of modern science. In the second century of the Christian era, the Egyptian philosopher Ptolemy constructed a regular theory of astronomy, by which he proposed to account for all the notions and appearances of the heavenly bodies. As the theory of Ptolemy obtained generally until the establishment of the Copernican theory of the solar system, about 1530, we will here present Map No. 1, illustrating the Ptolemaic theory of the structure of the universe:



This Map represents the earth, situated in the centre of the universe, as a flat surface, inhabitable on one side only, being perfectly at rest, revolved around, from east to west, once in 24 hours, by sun, moon, planets and stars. Some supposed the earth to float on an abyss of waters, but did not pretend to say on what rested the mighty waters themselves; the greater part imagined, as represented in the map, that the earth was upheld by a huge dragon or serpent, and that the serpent rested on the back of a tortoise; but on what rested the tortoise, no one could conjecture.

In the above map, the white circles represent the orbits, or paths or curves which the planets describe in their supposed revolutions, around the earth—like the rail road tracks along which pass the cars of passengers or merchandise. The dark spaces between each of these white circles were supposed not to be dark, as represented in the map, but to be vast crystal arches, or concentric spheres, rising one above the other, with their concave or hollow sides towards the earth, and perfectly transparent to admit the light from the heavenly bodies, which were supposed to be set in these hollow spheres, like diamonds or gems in a ring. Thus these vast arches or hollow spheres prevented planets from falling upon the earth when passing over its surface, while their crystalline transparency permitted the planetary rays of light to pass unobstructed to the earth.

The heavenly bodies are represented at different distances from the earth—the Moon nursest, then Mercury, Venus, and the Sun;

and beyond the Sun, Mars, Jupiter, and Saturu, and then the fixed stars, among which a comet may be seen. The space beyond the fixed stars was considered the happy abode of departed spirits.

But as Mercury and Ventus appear sometimes to go before the sun and sometimes after him, the Ptolemaic theory accounted for this by supposing that besides circles of the heavens, which the planets passed around daily, there were small circles within their respective spheres around which they revolved at the same time. These were called epicycles—circles upon circles. One of them may be seen on the map in the second space or sphere of Mercury. In this Map, the arrow shows the direction of the motion of the heavenly bodies; the Sun and Moon are represented as going down in the west, the moon as having fallen a little behand the sun, as when we see the new moon; Mercury and Yenus are represented near the sun, as they always are Mara, Jupiter and Satura are seen over the earth, towards the left; on the right is seen a comet passing down near the sun; the fixed stars are seen in the outer sphere. By whom and how the primary moving power was applied to those ponderous spheres to cause their rapid westward motion, no one pretended to know; but it was supposed to be applied in some way to the outward or upward sphere, above the fixed stars, and then communicated from one sphere to another down to the lowest—the lowest moving the slowest, as the moon was constantly falling behind the sun.

Such was the *Ptolemaic Theory* of the structure of the Universe—a theory which was generally believed until about three centuries ago,—a theory full of self-contradiction and absurdity—a theory which converts the larger heavenly bodies into satellites of the smaller, makes the earth stationary, and gives to the sun a velocity of motion of twenty-five millions miles per hour, or sixty-nine thousand four hundred and forty miles per second!

We shall next give illustrations of the Coperaicon Theory of the Solar System.

#### "MOTHER, PLEASE TELL ME A STORY."

How many a mother has complied with this oft-repeated request until every page of incident in memory's annals has been thrice rehearsed to the eager listeners! And yet they ask for more.

Next to "what mother did when a child," "true stories" about others please. Do our sons love tales of heroes? Where shall they look for examples of pure heroism but on the sacred page? Where for the truly pathetic, which, while it melts the tender heart, leaves upon it an impression in favour of goodness, of stern, unflinching integrity? And when does a mother ever enter into all the details of the sacred narrative, and draw out and enforce the truth it is designed to teach, without feeling her own heart benefitted?

But there is another reason, not often mentioned, why we should early make our children familiar with the character of those ancient worthies who, through faith and patience, now inherit the promises. They are the living—we and ours the dying. They now inhabit that "better country" which they sought, and which we, if indeed their followers, are now seeking as the eternal home of correlves and children. With what a glorieus company of patriarchs, prophets, and apostles we hope soon to mingle, and to this honeur and blessedness we would have our children aspire. First, we would lead them to Jesus, then in the footsteps of His flock, till redeemed from earth they sit down with Abraham, Isaac, and Jacob in the kingdom of heaven.

It was a beautiful remark made by a bereawed mother in India—the wife of a German missionary—to one of the ladies of the American mission. In one week she was called to lay in the grave three lovely, intelligent children, between the ages of five and ten years, I think, who had loved the Bible and loved prayer. After going through the affecting details of their sickness and death, she added, "It is a great comfort for me to think they have not gene among strangers! for, said she "I have made them acquainted with Abraham, Moses, Samuel, David, Paul, and all the Scripture saints." Her mind dwelt with pleasure on the delighted hours she had spent with them in this way, and new, though gone from her embraces, she felt a sweet assurance that they were mingling with the spirits of these "just men made perfect," of whom they used to converse.

How many hours of anxious toil will parents cheerfully endure to prepare their children to occupy, for a few brief years, a respectable place in society! This is well. But how much more carnestly should we strive to fit them for a home and work among the redeemed, which will be eternal!

#### Miscellaneous.

#### "A SILVER LINING TO EVERY CLOUD."

BY RLIZA (OOK.

The poet or priest who told us this
Served mankind in the holiest way;
For it lit up the earth with the star of blice
That beacons the soul with fearful ray.
Too often we wander, despairing and blind,
Breathing our useless murmurs aloud;
But 'tis kinder to bid us seek and find
'A silver liming to every cloud."

May we not walk in the dingle ground
When nothing but aurams's dead leaves are seen?
But search beneath them, and peeping around
Are the young spring tuits of blue and green.
The a beautiful eye that ever perceives
The presence of God in nortality's crowd;
'The a saving creed that thinks and believes
"There's a civer lining to every cloud."

Let us look closely before we condema
Bushes that bear no bloom nor fruit:
There may not be beauty is leaves nor stem,
But virtue may dwell far down at the root.
And let us beware how we utterly spura
Brothers that seem all cold and proud;
If their bosoms were spened, pershance we might leave
"There's a allver lining to every cloud."

Let us not sast out memory and truth,
When guilt is before us in chains and shame,
When passion and vice have caukered youth,
And age liver on with a branded name:
Something of good may still be there,
Though its voice may aever be heard aloud,
For, while black with the vapors of pestilent air,
"There's a silver liming to every cloud."

Bad are the sorrows that oftentimes come, Heavy and dull, and blighting and chill, Shating the light from our heart and our home, Marring our hapes and defying our will; But let us not sink beneath the woe— "Tis well, pershance, we are tried and bowed— For he sure, though we may not out see it below, ""There's a silver lining to every cloud."

And when stern death, with skeleton hand, has snatched the flower that grew in our breast, Do we not think of a feirer land, Where the lost are found, and the weary at rest?

O! the hope of the soknown future springs. In the purest strength o'er the coffin and shroud. The shadow is dense, but faith's sprit-voice sings. "There's a silver language to every cloud:"

### THE LATE ACCIDENT IN THE NINTH WARD SCHOOL, CITY OF NEW YORK.

Inexecute of the Catastrophe.—Most of the unfortunate children killed by the dreadful catasity state Ninth Ward school house on Thursday afternoon, were buried on Saturday and Sunday. Seventeen were interred in Greenwood cometery on Saturday, and their funerals were attended by the surviving members of the classes to which they belonged. Probably there was not a clergyman in the city who did not allude in his sermon to this terrible calamity, and take occasion to impress upon his hearers the uncertainty of life. No disaster has ever seemed to create more general gloom and mounting. It is the subject of conversation in every circle, and many interesting incidents have been reported in the various journals.

It is said that "one poor girl, who was on the staircase after the balantrade had gone, feeling herself pressed toward the edge of the stairs, threw her arms around a younger girl next to her, who, having more support, stood in no immediate danger. The little one, feeling the grasp of her friend, said, "Anne, let go, please, or you will drag me down with you." And Anne did let go; she kept her footing for a few seconds, and then reeled and felt upon the mass of sufferers below. She was among the dead."

\* Irleb Ernverb.

Letitia, the youngest daughter of Mr. Justice Bleakley, was as pupil in one of the small classer, and when the children rushed for the stairway, the was carried with the current, and, as she describes, they all went down together as if upon the tosaing waves. When descending below stairs, she sank upon one of the staps, beneath several of her school mates, and while lying there she was almost sufficeated, became drowsy and sleepy, and finally said to a little girl beside her, 'Antoinette! I am going to sleep,' at this moment a piece of wood fell upon her head, and cutting it near the temple, the blood flowed profusely, which revived her, and in a few minutes she was extricated from her perilous situation.

An instance of fraternal devotion is told of one Alfred Gage, who, after reaching the ground floor in safety, saw his brother on the fatal staircase, vainly seeking to retain his footing. Alfred attempted to make his way through the crowd to assist his brother, but his efforts were fruitless, and placing himself below the little fellow, he told him to spring down, a height of twenty feet. Thus called upon, the boy made the frightful leap, and both fell among the dying and wounded, without being in the least injured.

A girl nine or ten years old and a boy of six years were rushing with the erowd to get down stairs, but just as the little fellow reached the door he thought of his hat, and determined not to go without it. His sister wanted to hurry him on, but he would not go, and they both returned to find his hat. Before they had eromed the school-room the railing broke, and the little boy and his sister were saved, for, before the hat was found persons entered the room, and prevented more of the children from passing through the door. One girl, about nine years old, came within a hair's breadth of destruction. She had been forced over the precipice by the crowd, but it chanced that her dress caught upon a projecting fragment of the banister and held her for at least a minute over the yawning gulf. She was finally rescued.

Improvements introduced into the Building.—The well into which the children were precipitated has been filled up by building a platform on a level with each landing, sustained by iron columns. The broken balustrade has been replaced by one made of black-walnut, strongly bound with iron. New doorways have been cut, and it is preposed to erect a tower in which to place additional stairways, if the Board of Education consent to appropriate the sum required.

#### PRINCIPLE OF FREE SCHOOLS.

Extract from a reported Speech delivered by Governor Bassus, of Massachusetts, at a eclebration held a few months since, in the New York State Normal School at Albany:—

"That principle is now advancing over this Union. You have proclaimed it here. I have no more idea that that principle of the law you have passed for the universal education and free education of the ebildren of New York will be repealed, than I have that the waters of Lake Erie after they have dropped down the cataract of Ningara, will turn and go back again. (Applause.) You ean't do it. Well, why should it not be so? That is the question. Why should not the property of the state educate the children of the state? I mean by an equal and just tax on property. I suppose this building was erected by tax or by the state. Why? Because the legislature deemed it for the public good; because the public good required it. And that is the only just principle of taxation. The only just ground on which you can take any man's money for a public purpose is, that the public good requires it. That is the principle which justifies the taking of the property of the public to educate the children of the public; that it is for the highest good of the whole public that every child in the state should be educated. In an economical point of view this is true. Idleness and ignorance go together. People are industrious and fragal in the proportion that they are intelligent. Vice and ignorance go together. Crime and ignorance are companions. They move together in darkness; and if you would arrest crime in your state, you must diffuse education among the children of the state before they grow up to be men and women. I see it stated in the report of your state prison inspectors that of the two thousand eight hundred convicts in the prisons, there were less than five hundred that had an ordinary school education. What a fact that is! It sustains the position I now take, that to prevent erime you must educate. If you would have children grow up to be virtuous men and women, they must grow up intelligent. If you would have thom intelligent, you

must educate them. If they are to be educated, you must provide the means. All experience shows that if left to the voluntary action of parents, even if they are able, it will not be done Then it is for the legislature to provide the means for the education of every child, and as this is for the highest public good of the state whatever the expense, it should be paid for by the property of the state. Nobody has a right to complain of this. You will find in cities, as well as in the country, men of property and men without, who complain of this. "Why," says the man of property, " am I to be taxed to support the children of my neighbors? I have cducated my children, and they have gone about their business. I have performed my duty." No, you have not. The best good of the community requires that children should be educated in every generation; and whilst you have property it is just that your property should be taxed for these expenses. Another man says he's got no children, and am I to be taxed to support other people's children? Got no children! Why don't you have children? [Laughter.] I've got no wife. Why not have a wife? [Renewed laughter.] I hold that it is the duty of every good citizen to have a wife and children; and thus the poor apology for not being taxed is taken away. Now if there is any solitary old bachelor who hears me, who has got money and no wife, and thinks it a hardship to be taxed to support other people's children, tell your grievances to some kind-hearted lady [laughter] and my word for it, if worthy, you will get relief. If you do not, you ought to be taxed to the utmost extent of the law. [Roars of laughter.] Taxed to support other people's children! So it is. But there are children who have parents who would not educate them if you did not force them to do it. Then there are persons who have no property and many children. These children should be educated. Let me tell you that it is a mistake to suppose that the duty of parents is ended when they have educated their own children. You and I are just as much interested in the education of other people's children as of our own. A man's children are only such until they have attained their majority. They are turned into the common society, and mingle with the mass of citizens in that society. Thus it is your interest and mine to know whether they are turned out ignorant and vicious, to corrupt others by their example and poisonous influonce, and join with them in depredations upon the property of others, or whether they go forth educated and enlightened, full of human sympathy, and ready to perform all their duties as citizens. That is a question in which all are interested; and the interest of the parent is lost in that of the community, and it is the duty of every an to pay semething to defray the necessary expenses. My asaertion is that there is no possible object belonging to community or government, that has higher claims on the property of the community than the universal education of its children."

#### PROGRESS OF INVENTIONS TENDING TO SUPER-SEDE STEAM.

Steam certainly hids fair to be supercoded as a motive power. The ingenuity of man is on the rack to supplant this active agent, and he will succeed. A printer in Iowa has gone to Washington to secure a patent for a power printing press, to be worked by galvanic magnets. It is stated, that his press, in full operation, with a form upon it, throws off impressions with lightning rapidity. The paper works upon a reel, and is continuous, like the telegraph coil. It passes over the type on a cylinder, and when one side is worked, the paper is reversed, and the other side printed with persect register, and the sheets are clipped as they come from the press. Mr. Foreman, the inventer, states that the largest sized presses can be put up at a cost of no more than \$500. Should expectations be realized, the discovery will greatly cheapen and faciliate the art preservative of all arts.

The Cincinnati Atlas amounces a wonderful invention in that city. Mr. Solomon, a native of Prussia, is the inventor. He is a gentleman of education, and was professor of a college in his native land, at the age of twenty-five. In Cincinnati he prosecuted his scientific researches and experiments, which now promise to result in fame, wealth and honour to himself, and inoalculable benefit to the whole human family. The invention of a new incomotive and propelling power by Mr. S. was mentioned some six months ago, and a few days ago, his new engine in course of construction for many months, was tested, and the most sanguine expectations of the inventor more than realized. The Atlas says:—

"On Monday last the engine was kept in operation during the day, and hundreds of spectators witnessed and were astonished at its success.

"The motive power is obtained by the generation and expansion, by heat, of carbonic acid gas. Common whiting, sulphuric acid, and water, are used in generating this gas, and the 'hoiler' in which these component parts are held, is similar in shape and size to a common bomb-shell. A small furnace, with a handful of iguited charcoal, furnishes the requisite host for propelling this engine of 25 horse power. The relative power of steam and carbonic acid is thus stated :-Water at the boiling point gives a presente of 15 pounds to the square inch. With the addition of 30 degrees of heat the power is double, giving 30 lbs. - and so on doubling with every additional 30 degrees of heat, until we have 4540 pounds under a heat of 452 degrees—a heat which no engine can endure. But with the curbon, 20 degrees of heat above the boiling point, give 1080 pounds; 40 degrees give 2160 pounds; 80 degrees 4320 pounds; that is 480 pounds greater power with this gas, than 451 degrees of heat give by converting water into steam !

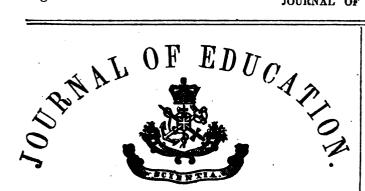
"Not only does this invention multiply power indefinitely, but it reduces the expense to a mere nominal amount. The item of fuel for a first class steamer, between Cincinnati and New Orleans, going and returning, is between \$1000 and \$1200, whereas, \$5 will furnish the material for propelling the boat the same distance by carbon. Attached to the new engine is also an apparatus for condensing the gas after it has passed through the cylinders, and returning it again to the starting place, thus using it over and over, and allowing none to escape.

"While the engine was in operation on Monday, it lifted a weight of 12,000 pounds up the distance of five feet perpendicular, five times every minute. This weight was put on by way of experiment, and does by no means indicate the full power of the engine."

—Louisville Cour.

RAPIDITY OF THOUGHT IN DREAMING .- A remarkable circumstance, and an important point of analogy, is to be found in the extreme rapidity with which the mental operations are performed, or rather with which the material changes on which the ideas depend; are excited in the hemispherical ganglia. It would appear as if a whole series of acts, that would really occupy a long lapse of time, pass ideally through the mind in one instant. We have in dreams no true perception of the lapse of time-a strange property of mind! for if such be also its property when entered into the eternal disembodied state, time will appear to us eternity. The relations of space as well as of time are also annihilated, so that while aimost an eternity is compressed into a moment, infinite space is traversed more swiftly than by real thought. There are numerous illustrations of this principle on record. A gentleman dreamt that he had enlisted as a soldier, joined his regiment, deserted, was apprehended, carried back, tried, condemned to be shot, and at last led out for execution. After all the usual preparations a gun was fired; he awoke with the report, and found that a noise in the adjoining room had, at the same moment, produced the dream, and awakened him. A friend of Dr. Abercrombie dreamt that he had crossed the Atlantic, and speut a fortnight in America. In embarking, on his returns he fell into the see, and awakening in the fright, found that he had not been a-leep ten minutes .- Dr. Winslow's Psychological Journal.

LITERARY CIRCLES OF LONDON.—The society of the literary world of London is conducted after this wise :- There are certain persons, for the most part authors, editors, or artists, but with the addition of a few who can only pride themselves upon being the patrons of kterature and art - who hold periodical assemblies of the notables. Some appoint a certain evening in every week during the season, a general invitation to which is given to the favoured; others are monthly; and others, again, at not no regular intervals. At there gatherings the amusements are conversation and music only, and the entertainment is unostentations and inexpensive, consisting of tea and coffee, wine or negus banded about in the course of the evening, and sandwiches, cake, and wine at eleven o'clock. Suppers are prohibited by common consent, for costliness would speedily put an end to society too agreeable to be sacrificed to fushion. The company meets usually between eight and nine, and always parts at midnight.—The Critic.



### TORONTO, JANUARY, 1852.

In entering upon the fifth year of the Journal of Educations the retrospect of the progress of the work to which its pages have been devoted during the last four years furnishes strong ground of thankfulness and congratulation. Viewed in respect to educational matters, Upper Canada in 1852 and 1847 presents as many points of contrast as of comparison; we shall not however dwell upon either at the present moment. But we improve the opportunity presented by the commencement of a new school, as well as civil year, to offer a practical suggestion or two to all parties concerned in providing and diffusing the blessings of education and knowledge,—especially to Councillors, Superintendents, Trustees and Teachers.

1. An acquaintance with their duties and the proper course of proceeding in the many questions which arise in working out tle great problem of universal education, must contribute no less to their personal satisfaction than to their public efficiency. We would therefore recommend to their careful perusal the lest Annual School Report for Upper Canada which has just been presented to every Municipality and School Corporation in the Province,—especially the Papers contained in the Appendix. In one or other of those papers most of the questions are explained and discussed which have caused difficulty or embarrassment to Municipal Councils, local Superintendents, or Trustees. As a further ever convenient publication of reference, we would intimate to them again the advantage and importance of procuring the Journal of Educationconducted as it is, gratuitously, under the direction of the Head of the Department to which application is constantly made for information, directions and decisions, and containing as it does, from time to time, elucidations and expositions of the very matters that are so often submitted, besides notices and references important to school officers generally. Many instances have occurred during the last year, in which Municipal Councils have erred in their proceedings, and Trustees have got into difficulty and incurred loss and trouble, for want of information which had been given in the Journal of Education weeks before; and in several instances local Superintendents have, in embarrassment and perplexity, written to this Department on matters to which their attention had been specially called, and respecting which all needful information had been given in the Journal of Education. Instances have also occurred of Teachers experiencing inconvenience and loss from the same cause. No vagrant taste is consulted in the management of this Journal; its mission is special, and it pursues its one great object, omitting no topic that may be necessary to school officers, and doing what appears best calculated to awaken the curiosity and direct the attention of the country at large to principles and objects vital to the interests and progress of a free and Christian people. Those who will not co-operate with us in this work, will only have themselves to blame for any inconvenience or diradvantage which may ensue to them or their children from a penny wise and pound foolish policy.

2. We would also suggest to all friends of educational progress, in both town and country, not to be in the least discouraged by any kind of opposition that may be arrayed against them. No great reformation, nor any important improvement was ever yet introduced in any age or country, without encountering great opposition. The introduction of Christianity itself was made the occasion of violent hostility and even fierce persecutions on the part of the vicious, the proud and the selfish, and was declared to be the cause of many social contentions and public calamities. The first efforts to establish free constitutional governments, in all countries where they have been made, have had to brave successive storms of opposition from individual ambition and cupiclity. And not unfrequently are the discussions and efforts connected with the election of Members of the Legislature, and Municipal Councils and other kindred accompaniments of free government, pointed to as the melancholy fruits of having disturbed the tranquil realms of a time-honoured despotism, where free discussion is treason and popular election-meetings rebellion. Similar objections are urged against all efforts to promote popular education—especially the free universal education of a neighbourhood or city. The opponents of this great mission of modern civilization, while they have remained unchanged in spirit amidst the progressive changes taking place around them, have shrewdly varied and adapted their objections. and language to the varying and novel circumstances in which they find themselves placed. Formerly it was boldly maintained, that ignorance was the providential allotr ent of the labouring and poorer classes of society, and that to educate them was unfitting them for their condition and invaling the prerogative of the rich. The gross error and inhumanity of this objection having long since been exposed, the spirit that formerly employed it has recourse to others more plausible. At one time the objector says that, "to be sure, all ought to be educated, but the assessment law is unequal. and men ought not to be unequally burdened to support schools,"though this objection is never thought of being urged against taxes imposed for any other of the numberless objects of public necessity and improvement, from the planking of a side-walk to the construction of a railroad, and just as if the doors of knowledge are to be closed against the needy many on account of son e alleged defects in the assessment law and to save to the wealthy few, rather the selfish few, some pence of taxes which they think they ought not to pay! At another time the objector says, "the poor ought to be educated, and I do not object to pay something for that purpose; but they ought to be educated as poor"-just as if the spirit of pauperism ought to form a past of education, and as if it were better to educate children as paupers than to educate them as freemen! It would indeed be a calamity, if the spirit and character of poor and ragged schools in Great Britain were introduced into any part of our school system. Such schools have originated in Christian feelings in the Mother Country and are accomplishing benevolent objects, but they are there the partial mitigation of an evil which would not have existed had education for all been duly provided for by public authority, and the existence of which should be prevented here by a system of free education.

"But," says the objector again, "I have no object to the indiscriminate mixture of all classes and discriptions of children in the same school; I object to the building of expensive school houses; and object to a system which relieves men from paying who are able to pay for the education of their children, and imposes that burthen upon others." The principle of the system of free schools is, that every man (without exception) should pay and pay annually, according to his property; and if there are any who have

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property, and yet do not pay in proportion to it, the fault is with the assessment law, and not with the system of free schools; and therefore the former should be amended, and not the latter condemned. As to expensive school houses, we know of no school houses either built or proposed to be built in Upper Canada anything like as expensive as may be seen in every city and town in the neighbouring States, where the expenditure of public money is carefully looked after. Many persons are habituated by association to think that any sort of a place will answer for a school house whereas if they would only think a few moments on the nature of the case, they would see that the school house ought to be better than the jail, or court house, or town hall—that it ought in fact to be the best house in any city or town, except a church, if the inhabitants think that education and knowledge are the best inheritance of a people, and are indeed the essential element and guarantee of public liberty. The character of the school houses in a city, or town, or township, is the true index of the estimate of education by the inhabitants. It is self contradictory and absurd for a man to say that he highly values the good education of all, and yet opposes the erection of a good school house. And the erection of geod school houses in cities or towns is a necessary preliminary step to the classification of schools—to the removal of the objections as to the improper and indiscriminate mixture of children at the public schools—the establishment of schools of different degrees, as well male as female, so that there will be high or select schools for the more advanced pupils as well as primary schools for the youngest children-requiring as an indispensible condition of admission (as is always the case in the American cities of free schools in regard to schools of all grades) good clothing and personal neatness, as well as good conduct.

Yet once more rejoins the objector, "I think every man ought to educate his own children; I have educated mine, and ought not to be taxed to educate the children of others." On this point, two questions are submitted to the candid consideration of the objector. 1. Is not education an interest of the state ? Or, in other words, would it not be an injury to a state if all its citizens were ignorant and would it not be a benefit to a state if all its citizens were educated? If so, then ought not every man to contribute to the interest of the state, according to his property? 2. Is the objector quite sure that the State, (that is all the people in a state,) has not contributed to the education of his children ? The fees of tuition have not paid more than one half of the expenses incurred for the establishment and support of each Grammar School in Upper Canada; not more than one-tenth of the expenses of Upper Canada College, or one-hundreth part of the expenses of the Toronto University. Considerable public grants have also been made to Victoria, Queen's, and Regiopolis Colleges and the Toronto Academy. The persons, therefore, who have educated their sons at any of these institutions, have been largely aided by others, and cannot, without inconsistency and ingratitude, object to the principle of being taxed themselves for the education of others; and the persons educated at any institution, largely aided by public grants or endowments, ought to le the most zealous advocates of public provision for the sound education of all the youth of the land.

It is gratifying to know that, in a great many instances, objections to the principle of universal education arise from misapprehension, and not from selfishness or opposition to the object proposed; and it is an encouraging and noble fact, that some of the most wealthy, as well as most intelligent men in the various counties throughout the province, are advocates of the education of all, at the expense of all, according to property.

COUNTY OF NORFOLK AND CHIEF SUPERINTENDENT OF SCHOOLS-SCHOOL SYSTEM IN U. C.

In the number of this Journal for November, it was stated that the Department of Public Instruction had presented Maps and other School Requisites, to the amount of several pounds, to each of the County Councils in Upper Canada, for the information of all parties interested in the improvement of the schools. This circumstance has given rise to communications of a peculiar kind between the Municipal Council and Board of Public Instruction for the County of Normal and the Head of the Department; as those communications also illustrate the character and operations of the school system, the insertion of them in this Journal may not be deemed improper. They are as follows:—

(COPT.) COUNTY CLERK'S OFFICE, SINCOH,
County of Norfolk, December 27th, 1861.

REVEREND AND DEAR SIR,-

I have much pleasure in being made the medium of communicating to you the annexed Resolution, unanimously passed by the Council of this County, at its recent Session, and to add, which I do with great satisfaction, my most willing testimony to the great ability, indefatigable industry, and untiring zeal with which you have laboured in the long-neglected, but now, thank God, universally appreciated, cause of Common School education, since I have had the honour of being the chan nel of communication, through which your exertion have been, though only partially, made known to the inhabitants of this, I believe, your native County.

Accept, Reverend and Dear Sir, the assurance of my high regard, and believe me to be.

(Signed)

Yours, very faithfully, STEPHEN J. FULLER. County Clerk, County Norfolk.

The Reverend
EGERTON RYERSON, D.D.,

Chief Superintendent of Education,
Toronto, C. W.

Moved by Mr. Fond, seconded by Mr. I. W. Powell, and resolved

First,—That this Council has much pleasure in availing itself of this opportunity of expressing their approbation of the energy and efficiency displayed by the Chief Superintendent of Education, in the displayed of his arduous duties, and to thank him for his handsome donation of Maps, Historical Prints, &c., lately forwarded to this Council for the use of School officers.

Second, - That the County Clerk be instructed to transmit a copy of this Resolution to the Rev. E. Ryknson.

And the motion was passed unanimously in the affirmative.

I the undersigned hereby certify that the foregoing motion and resolution are truly copied from the Journals of the Municipal Council of the County of Norfolk, of Wednesday, December 17th 1851.

(Signed)

STEPHEN J. FULLER,
County Clerk, County Norfolk.

COUNTY CLERK'S OFFICE, Simcoe, December 27, 1851.

DEPARTMENT OF PUBLIC INSTRUCTION FOR U. C.

(COPT.)

EDUCATION OFFICE, Toronto, January 2nd, 1852.

I have the honour to acknowledge the receipt of your letter of the 27th ultimo, and, in reply, I beg to express my respectful and most heartfelt thanks to the Members of the Council of the County of Norfolk, for the approving and complimentary terms in which they are pleased to acknowledge the receipt of the documents and Maps which I had the pleasure of presenting to them.

I desire also to make my grateful acknowledgments for the very hands me manner in which you have communicated the resolutions of your County Council.

From the Municipal Cosmoil of my native County, I have never experienced unkind opposition, but have been encouraged by its patriotic co-operation; and it affords me no small satisfaction, that



that same Council is the first in Upper Canada to acknowledge the receipt of the documents and Maps referred to—that the resolution of the Council was seconded by an old school-fellow, and couched in terms to me the most gratifying and encouraging; and that my first official letter of a new year, relates to topics which call up the carliest associations of my youth, and are calculated to prompt and impel me to renewed exertions for the intellectual and social advancement of my native land.

There is no poetry in the establishment and development of a public School system; it is a matter-of-fact-work from beginning to end; and its progress, like the growth of body and mind in an individual, is gradual, and is the joint result of time and labour. I am happy, however, to know that our School system has already become so far developed in its principles, objects, and character, as to command the attention and almost unanimous approbation of the country. I have laid it down as a first principle, to educate the people through the people through the people through the usual elective Municipalities and other acknowledged and responsible organs of a free people.

No person who has at all studied the subject of comparative School legislation between Canada and other countries, can fail to observe, that there is an extent of local discretion and power in each of our School and County Municipalities not found in any one of the neighbouring States, while there are other elements incorporated into our School system, which secure to the remotest Municipality of Upper Canada the information and facilities which can alone be acquired and provided by a Public Department. But the rational conviction and voluntary co-operation of the people themselves, have been relied upon and appealed to as the basis of exertion and the instrument of success. When, therefore, steps were taken to improve the text-books of the Schools, a set of the books recommended was procured and furnished to each County Municipality in Upper Canada, that the people might examine and judge of the desirableness of the books proposed, in regard to both excellence and cheapness. In promoting an improvement in the condition and character of school-houses, plans and illustrations of school-houses and premises were procured and placed in the hands of the local Councils, and several of them were published in the Journal of Education. The same course has been adopted in respect to School Maps, &c. And in pressing upon the public mind the necessity and advantage of duly qualified School Teachers, an Institution has been established to train them; and the specimens of Techers thus trained, (though but partially trained in most instances, from the short period of their training,) have excited a desire and demand for improved Teachers in every County in Upper Canada. I trust this year will witness the introduction of Libraries—thus completing the establishment of every branch of our School system.

In all this, there has been no coercion—but a perfect blending of freedom and unity, of conviction and setion; and the entire absence of any-opposition to the School system during the recent elections throughout Upper Canada, shows how general and cordicl is the conviction of the people as to its adaptation to their circumstances

I have the deepest conviction of the strong common sense and patriotism of the Canadian people at large—a conviction founded on long observation and comparison between the people of Canada and those of many other countries; and I have a faith, little short of full assurance, as to the advancing and glorious future of our country. With this conviction and faith, and animated with the consciousness of general approval and co-operation on the part of the people, I shall renew my humble contributions of labour to the common treasury of Canadian progress and civilization.

I have the honour to be,
Sir,
Your obedient servant,
(Signed) E. RYERSON.

STUPHEN J. FULLER, Esq.,

Clerk, Municipal Council, County of Norfolk,
Simcos.

(cory.) DRYDEN FARM, W. VITTORIA,

December 29th, 1851.

Sta, —I do myself the pleasure of handing you the subjoined copy of a Resolution, passed at a recent Meeting of the Board of Instruction for the County of Norfolk. I also take leave to trans-

scribe another Resolution more especially directed to the local Superintendents of their County, but illustrative of the professed belief of the members of the Board, of the great usefulness of the works submitted by you.

I have the honour to be,
Sir,
- Your very obedient, humble servant,
(Signed) JAMES COVERATION,
Howy See'y, Board of Instruction for Norfolk.

The Reverend

E. Ryungon, D. D.,

Chief Superintendent of Education,
&c., &c.,

Toronto.

"That the Honorary Secretary be requested to convey to the Reverend E. Rykason, Chief Saperistendent of Education, the thanks of this Board, for his handrome donation of Books, and at the same time to express to that gentleman, the high sense entertained by this Board, of the unwearied zeal and great ability displayed by him in the discharge of his arduous and important duties."

Rasolved,.—That the Members of this Board baving carefully examined the Maps, Prints, and Specimens of Natural History, &c., forwarded by the Chief Superintendent of Education to the Clerk of the County Council, (and deposited in his Office for the inspection of the School Officers of the County,) have much satisfaction in bearing restimony to the great superiority of such epecimens over those commonly used in the County Schools, and therefore earnessly urge on the local Superintendents and Trustees, the paramount importance of providing a suitable supply of such essential requisites for most School Sections in the County.

DEPARTMENT OF PUBLIC INSTRUCTION FOR U. C. (COPY.)

EDUCATION OFFICH,

Toronto, January 3rd, 1852.

Siz,—I have the honour to acknowledge the receipt of your letter of the 29th ultimo, enclosing to me certain resolutions of the Board of Public Instruction for the County of Norfolk; and I return my sincere thanks for the terms in which my humble exertions are referred to. I rejoice at the judicious and earnest course which your County Board has taken to promote the objects I had in view, in presenting the publications to which you allude,—by examining them and recommending the general introduction of them into the Schwels of the County, I hope the poorest boy in my native County may have access to a better Common School than existed there when I was a lad. What I witnessed and felt in my boyhood, gave birth to the strongest impulses of my own mind, to do what I could to place the means and facilities of mental development and culture within the reach of every youth in the land.

I am more than gratified, I am profoundly impressed, that such efforts are made for the interests of the young, and of future generations in the County of Norfolk. That County is dear to me by a thousand tender recollections; and I still seem to hear in the midst of it, a voice issuing from a mother's grave, as was wont formerly from the living tongue, telling me that the only life worthy the name, is that which makes man one with his fellow-man, and with his country.

I have the honour to be,
Sir,
Your obedient servant,
(Signed) E. Ryennos.

James Covernton, Esq.,

Honorary Secretary, Board of Public Instruction,

County of Norfolk, Vittoria.

FREE SCHOOL LECTURE.
BY THE RAY. JOHN ARMOUR.

PORT SARNIA, 18TH Nov., 1851.

To the Editor of the Journal of Education.

Sra—The following Lecture has been delivered in several School Sections in this neighbourhood. I send you, at present, the first argument which was urged on those occasions on behalf of Free Schools. If you judge the subject and manner of treating it sufficiently important for your excellent Journal, I will forward the rest of the Lecture in separate sheets, suitable for your monthly miscellany. It contains six separate arguments. You have in this the first, and if you deem it suitable, it is at your disposal.

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The principle of Free Schools, I believe, is a new principle introduced for the first time into our school system by the new School Act. The question we purpose to discuss on the present occasion is the Free School System, its advantages and adaptation to national or universal Education. It will be acceded by all, that it is the inalienable right of all men to have a sound and good education. This I conceive to be the case, as much as freedom of opinion or toleration in religion. And it appears to me equally plain, that as states are bound to protect their subjects in the privileges of liberty of conscience, so they are bound to see the youth in their realm receive such an education as will fit them to act their part as good citizens, and loyal, yet free subjects. And in the discussion of this subject, we would observe:—

1. That though this principle may be new in the Canada system of Education, yet it is an old and long tried system in some other states; and in these states, lifter a long trial, still perpetuate it, we argue from this consideration, that what has been found so suitable and advantageous in accomplishing general education among others, ought to be tried fairly among us. In Holland, as far back as the 16th century, we are informed, Free Schools were established; and the first Dutch settlers who came to the New World, brought with them this principle;—these at once built their Chiristian Churches and erected Free Schools.

The Pilgrim Fathers, also, who emigrated from England two centuries ago, commenced their national existence by incorporating Free Schools into their state system. These few pious men landed on the bleak shores of the New England States, amidst its dense forests, and began a settlement under great privations and much discouragement. Here they planted the tree of liberty, and determined on Free Education, as the inalienable privilege of every child. They had been only a few years in the country; their improvements were small, and their wants only partially supplied. They were exposed to the attacks of the uncivilized abovogines around them; yet in these circumstances they deemed it of immense importance that, under all these disadvantages, their children be educated. They did not raise useless objections about their temporal safety and sustenance; but they set to work to devise ways and means, in order to secure the proper training of the rising generation. This they deemed of such intense interest, as to require special effort that it be attained. See here, my friends, an example worthy of imitation. Many of our School Sections, in this part of Canada, are in-many respects like these New Englanders. The population are scattered; they are poor; struggling with first difficulties. Would that all the people were equally in earnest about the schooling of their offspring! These settlers were few, and they were not well adapted for the country. They were surrounded with untamed Indians; they were struggling for even an existance; and yet they are deeply affected with the thoughts of the destitution of their children. This strongly contrasts with some of our Canada sections, where they have plenty of means, and live in perfect security; and yet there is a heartlessness and an apathy manifested in regard to education, which is chilling and painful. These New England settlers, voluntarily and unanimously agree that the property of all shall be taxed, in order to accomplish the education of the whole. There is a likelihood, that some of these Pilgrim Fathers had lived in exile in Holland, prior to their emigrating to America, and these may have seen the working of the system in that kingdom, and were thus prepared to recommend the system. Be this the case or not, such was the feeble starting point of the Free School system in Massachusetts, and for two centuries it appears to have wrought well. During all these years, nothing has occurred to lead them to swerve from their original purpose, so humble in its beginning. In 1648, these people erected their first schoolhouse, and the Teacher's salary was £20; and, in 1849, the City of Boston, itself, raised for school purposes, by taxation on property, \$232,800. Two centuries have thus passed away, under the Free School system, and which has done great things for this small State. The originators have long since passed away, and many generations besides; and during that period, all has been change and progress; yet these people have seen no substitute for the Free Schools which would answer better to provide means for the education of all. This small commonwealth, possessing only about 8000 square miles, of generally poor soil, and having a very bleak and backward climate, very little of which soil is very productive, and having no great resources of temporal wealth. And yet, notwithstanding these great

disadvantages, they have in all generations of their national existence, been rearing on the one hand their Christian churches, and on the other their Free Schools. They support and educate in this poor country one million of people And there is, perhaps, not another million of mon, situated as they are, who are equally educated. In 1849, there were in the state of Massachusetts, of children from 4 to 16 years of age, 215,000. Their attendance in school will show how much the inhabitants prize their children's education, and show how suitable their school system is, to accomplish what is wanted in every state. Duri g summer, they had in their schools, 178,650 pupils; and in winter, these increased to 191,712. These statistics show how universal a Common School Education is in that State. A person once passing through this country, and seeing much rock and sand and sterrility, made enquiry of one of its inhabitants :-- What do you raise in this country? Meaning what crops were raised. The percent replied-pointing to the church as it stood perched on a hill side, and the schoolhouse, near at hand-Sir, we raise men here. And give me a universally church-going people in Canada, and a well conducted Free School system, and we will raise men in Canada too. Men they will be, of high mental stature; men of gigantic intellect; men sublime in virtue. The argument we would deduce from these considerations is, that as the Free School system has wrought so admirably in raising an intelligent, industrious and generally virtuous people, that it is strongly encouraging to us, in Canada, to try it. It is an inducement of considerable importance, to lead us to adopt the same system. If they have succeeded so well and so long, why should not we succeed equally well? Let us be urged onward, in a similar course, by the success which has attended others. Let the whole population be taxed, according to their property. Let the schoolhouse and furniture, apparatus and teacher, become the property of the entire people. Let every child of school age be invited, and have a legal claim to the Common School Education. Let no fees be required from any child, while attending school, whether his parents be rich or poor. Let the Teacher be well qualified for his office, and well remunerated for his labour. Let men who follow teaching as a business be Teachers, and the school room comfortably furnished and cleaned and warmed, and under such a system, the men of Canada will also rise high in intellectuality. This, with religious and moral influences, of a high order, would make the wildernesses of Canada speedily blossom as the rose, and rejoice even with joy and singing. The schoolhouse would thus become a resort for all the children, and be generally filled with ardent and progressing scholars. Instead of six months cach year, we would hope to have it generally throughout the whole year. And the education obtained, would not be that superficial scholarship, which so much abounds; but a thorough and practical education.

I will close this argument by a reference to the system of Education in New York State. For about thirty years this State had adopted what is called a famous system of Education. Their School Law, as in Canada, had undergone many changes; and yet a large proportion of the rural schools did not prosper. They erected a Normal seminary for the training of Teachers, supposing this would remove every defect; further trial, however, showed that something was still necessary. The Free School system had been very successfully wrought for some years in their cities, and was found to be necessary in the country also. This has been determined on by legal enactment, and we do not doubt but that it will succeed wherever adopted.

Seeing then, my Friends, that other people have long enjoyed this system with great success, we cannot doubt but that if we, as a people, would enter into it with equal zeal and generocity, with an ardour becoming such a noble enterprize, but that equal success would crown our efforts.

Children should be taught to use the left hand as well as the right.

Coarse bread is much better for children than fine.

Children should sleep in separate beds, and should not wear night-

Children under seven years of age, should not be confined over six or seven hours in the house, and that should be broken by frequent recessors.

Children and young people must be made to hold their heads up and their shoulders back while sitting or walking.



### DESCRIPTIVE CATALOGUE

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Map of the Western Hemisphere,	7 : • hy 7 :	1 .	Prussia, Austria, Ger- many, Turkey, and Greece, serving the
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### Educational Intelligence.

#### CANADA.

#### MONTHLY SUMMARY.

The Dumfries Reformer states that "at a recent meeting of the inhabitants of Galt a subscription was entered into to erect buildings for the new Grammar School in Galt. About £50 was subscribed. The means of a Classical Education freely supplied to the rising generation, is a matter of serious and grave importance to the community and country at large, and exiculated if well conducted, to be productive of great benefits. When 30 scholars are obtained, (10 of whom must be free,) £100 per annum is granted by government, to the Teacher. The site for the New School is expected to be donated to the Trustees by W. Dickson, Esq." .... The School in Section No. 3, in the town of Bowmanville, has challenged any school in the County of Durham to a test examination of their respective Scholars. The subjects of examination to be English Grammur, Arithmetic, Algebra, and Geometry. The number of competitors from any School to be no less than two, and the age not oversixteen. The successful School to receive five dollars to be expended on books .... The recent examination of the Church Grammar School and the Misses Duwe's Ladies' School at Cobourg are highly spoken of by the local papers..... A correspondent of the Mail gives a very interesting account of the recent examination of the Beamsville Ladies' Seminary .... A discussion of some interest on Free Schools is new going on in Carleton Place. It is an indication of the progress of the principles of universal Education......In Toronto, after a spirited contest, the Free School System has triumphed. ... The local papers give interesting reports of the examination of Mr. Boyd's School, Lanark: of the Renfrew Grammar School, and of the Schools in the town of Perth...... in the annual School Report for the town of Brantford, just published, the Trustees remark: "The gratifying results is shewn that while the attendance of children at our public schools in 1850 did not average more than 237, it had risen to 326 in 1851. An increase far beyond the ratio of the increase in population, which proves that the thirst for acquiring knowledge is increased in proportion to the facilities afforded for procuring it."....The Report of the Board of Trustees of the Town of Port Hope, for 1851, has just been published. We deeply deplore "that, whilst the Town has been greatly improved by the erection of buildings and making of streets, one thing, and the most important of all, has been left unimproved-the education of the young-the bas a of political and moral greatness.".... Trinity College, Teconto, was opened on the 19th instant, with the usual inauguration addresses and matriculation of students. The addresses were delivered by the Lord Bishop, the Prevest, Chief Justice Robinson, and the Archdeacon of York. The proceedings were highly interesting.

Woodstock Public Schools-We take the following from the Western Progress: -We have been politely furnished, by the Rev. Mr. Ball, the excellent Superintendent for the town, with a brief memorandum, which we insert with pleasure, and add our own most willing testimony to the commendations he so justly bestows upon the schools enumerated. 1st School, Mrs. Suarcy's, very well conducted, particularly excellent in Bible lessons. Pupils mostly quite small children. 2. Mrs. Walkinshaw's school for girls. 2. Mr. Goodwin's school. East Woodstock , 4. Mr. Izard's, West Woodstock. The three last are really model schools. To speak the truth school executed appear to be the usual complimentary praise bestowed at The chief energies was been made during the year. Geography, History and Music, &c., &c. Geography, History and Music, &c., &c. manage exercises were gone through in a most creditable manner, giving great salterman to all preseat. It is a great pity that when we have such excellent teachers, w not give them better school houses, and such sehool apparatus as would enable them to direct the studies of their numerous pupils to advantage. It is also to be regretted that the public de not show more interest by attending the examinations.

Dundas Public Schools.—The Warder thrus reports the recent examination of the Public School which took place on the 23rd and 24th ult. The Common School appears to be efficiently conducted. The advanced grammar class has been most thoroughly drilled in the analysis and parsing of sentences. It is intelligence shown in the examination on history, was clearly indicative that the teacher had been able to make his pupils understand the subjects they had to deal with. Classes were also examined in practical Arithmetic and Mensuration. Those who witnessed the whole of the examination, on both days, in the different departments, have expressed the aselves satisfied that the school is prospering. In the female department classes were examined in Geography, Natural and General History, Grammar and Physiology, in all of which the pupils manifested an intimate acquaintance with the various branches they had been studying. The specimens of Drawing, Needlework, and Embroidery were very superior. The Warden, who was present during the examination, at its close addressed the pupile, complimenting them on their proficiency, and enjoining them to perseverence and diligence.

#### BRITISH AND FOREIGN

MONTHLY SUMMARY.

National (Educational) Society, England.-A circular has been issued, under the auspices of the Earl of Shafresbury (Lord Ashley), urging "moderate" members of the National Society, and those who have hitherto declined joining it, to enlist new members, with a view of influencing its operation. A memorial intended to be addressed to the Committee is enclosed, which prays:-First,-That they should, through the President and Vice-Presidents from time to time submit, for the choice of the Society at the annual meeting, such a list of candidates to serve on the Committee as may reasonably be expected to secure the confidence of the charch generally; and that notice of all business to be transacted, and resolutions to be moved, at the annual meeting, should be sent to the subscribers, who should be permitted, it they please, to vote by proxy on all subjects not precluded by the charter. Secondly,-That a more cordial co-operation with the State, in promoting the education of the poor, than is now apparent should be forthwith moved, entirely confiding in the disposition of the Committee of Council to exact no condition of which the Church can reasonably complain. Thirdly,-While the undersigned are ready to acknowledge the great improvement effected by separately acting Councils in some of the National Society's Training Institutions, they would urge upon the consideration of the Committee in whom is vested the whole responsibility of management, the great importance of reducing all Church services, at which students in those Training Institutions assest, to the model usually adopted in well-ordered parish Churches, and which has recently been recommended by almost all the Bishops, Vice-Presidents of the National Society, to the parochial Clergy. Finally,-Your memorialists would suggest that, in providing catechetical instructions for students or scholars in the Society's Institutions or schools, the utmost vigilance be exerted in order to prevent the apparent sanction of any doctring or ceremonial not strictly in accordance with the Articles and Formularies of the Church of England.

Instructions in Agriculture in Prussio.—In the kingdom of Prussia there are five agricultural Colleges, and a sixth is about to be opened; in these are taught by both theory and practice, the highest branches of science connected with the culture and improvement of soil; of Agricultural Schools of a more elementary order there are ten; there are also seven schools devoted to the culture of flax; two especially devoted to instruction in the management of meadow lands; one for instruction in the management of sheep; and there are also forty-five model farms intended to serve in introducing better modes of agriculture; in all seventy-one public establishments for agricultural education, not to mention others of a kindred nature or those private schools where the art and science of growt farming are taught.

Schools in the Desert.-The efforts recently made by the Government of Egypt to educate the children of the Atabs, have as yet been attended with very little success. This is owing to the intense prejudice of the parents, who will run away into the most remote corners of the Desert, rather than allow any one related to them, child or adult, to attend the schools. To provide efficient masters, in many instances boys of good families have been seat to Europe : some to l'Ecole Polytechnique in Paris ; some to the London University to qualify as professors, that when they had ; acquired the learning of civilization, on their return to Cairo they might become useful either in assisting to establish echolastic institutions over the country on the European model, or in preparing native scholars to undertake the duty of school-masters. There is a very able man new living, Bayoum Effendi by name, who was one of the thirty young men sent to the Ecole Polytechnique by Mehemed Ali, and came out seventh in his year. He remained in Paris thirteen years, and has translated two works into Arabic every year for many successive years. The Sultan offered him a post, and the rank of Colonel and Bey if he would settle at Constantinople; and the Pacha of Egypt similar advantages if he would take service

under him. For a long time be hesitated, but at last, in an evil hour, sailed for Egypt, and has become, in all but in name, a slave. At-first he was up ointed Head-muster of Instruction at Bouluc. Suddenly he was ordered, with twelve of his ablest professors, to form a school at Khortoum, a considerable town, placed at the confluence of the Blue and White Niles. When he arrived, he discovered that no school had been built for him, and that it was absolutely impossible to form one, as the parents run away and live independently in the desert, rather than send their children to be taught. Even could such a school be established, his assistance would not be wanted for several years, as the children can neither read nor write, and he is one of the eleverest professors in Europe in mathematics and engineering, besides being the first Ambic scholar. The whole thing was nothing but a scheme to get rid of the professors, that the pupils might secure their places. Some time ago, a young man o'a wealthy family, at Cairo, was sent to Paris for his education, and became one of the best scholars of l'Ecole Polytechnique. Gifted with great natural talent, and possecond of an Eastern imagination, he had scarcely arrived at manhood, when he gave up his mind entirely to the political sentiments then prevailing in the French capital-sentiments so antagonistic as possible to those which existed in Egypt. This, however, was far from being the extent of his imprudence. It e thought proper to propose for the daughter of one of the professors; and to secure the hand of the young lady, he abjured the faith of Mahomet. This "" perversion" created a greater sensation at Cairo than it had done at Paris. His family were indignant, the Government maintained an ominous silence. No notice whatever was taken of the affair. He fancied that the matter was not thought of sufficient importance to require any particular attention from the authorities of Cairo; and though aware, that his family and friends regarded his apostasy as an unpardonable offence, and as covering, them with disgrace, he hoped that when time had in some degree softened their feelings, he might be suffered to return to his native city, and be received by his relatives with scarcely any diminution of their affection. As to the light in which this offence was regarded by the ruling Pacha, he never gave it a thought. He felt, assured that the affair had been entirely forgotten by the officials, and did not for a moment dream of any danger from that quarter, or from any other. Under these impressions, he arrived at 'Cairo, and with all the impatience of youth was making his way for that quarter of the city in which his family resided; fully convinced that not one of his countrymen could recognise him, could entertain the slightest idea of his being on the soil of Egypt. In this he was wofully deceived. Every portion of his homeward journey had been under the surveillance of a spy of the Egyptian Gottament, who had left Paris simultaneously with himself, and was close to him whonever he moved. Information of his expected arrival had been conveyed to the Government; and the moment that he quitted the steam-boat, certain men, for whom the citizens of Cairo rapidly made way, were seen to take a direction which would intercept him on his way to his father's house. That house he never reached. A, headless trunk Boated the next day on the broad waters of the Nile. It was all that remained of the unfortunate youth. His offence had created a feeling of terrible rage in the Pacha. The story of Bayoumi Effendi conveys a lively idea of the obstacles that must present themselves in the career of the ablest of those able men whose minds have had the advantage of European culture. It has been said that the cause of his disgrace was his being known to hold correspondence with the Government of the Sultan-an offence of the blackest die at Cairo. And it is possible that Bayoumi Effendi, getting diseatisfied with his position under the sovereign he had selected, had listened to the overtures which the agents of the Ottoman Porte were constantly making to draw away from its powerful vessal the most talented of his public servants; that this had been observed by some of the thousand watchful eyes that surrounded him, and the expatriation to Khartoum on a pretended scholastic mission is easily understood. Notwithstanding these "accidents," I believe the the Egyptian Government is sincere in its efforts to effect an educational reform throughout its dominions. , Its experiments, its that direction have been made regardless of cost, and with a liberality of license regarding the amount of Frankish learning to be acquired, that cannot be too highly appreciated. For the ineffective manner in which the movement has worked. it is not exclusively to blame. In the way of obstacles, there were the prejudices of the orthodox, the intrigues of the heterodox, and the pig-headed ignorance and fanaticism of the large class whose moral and social improvement the last two rulers of Egypt are generally believed to have had in view; and very powerful obstacles they have proved. I visited a school at Hafir on the road to Dougola, where I heard passages from the Koran repeated in grand style. The Dervish (the master) received us very hospitably, immediately preparing some coffee. He informed us that the mhabitants of Hafir were innumerable; that he had two thousand under his charge, all of whom could read and write the Koran. His school formed a curious scene -a mud-room, with one large window, fi led with the faces of the pupils; the flickering light of the fire illumining in a singularly striking manner the fine faça and long grey beard of the Patriarch, while

crowds of uatives were picturesquely grouped about. He told us that taxation had increased since Ibrahim's time, as the Dougola Government taxed them as much as they could, aware that Cairo was too far off for complaints. The instant I left, the lessons were resumed: and I on almost fancy that I still hear the hum of the boys repeating their tasks. I also inspected the rehoul of the Cutholic mission at Khartoum. I found about twenty boys, in various costumes, and of almost as many different hues, from Frank white to luky native. Many of them are children of the European residents. Some eun speak a little French and Italian, and nearly all can read and write. Whether Abbas Pacha will persevere, till he has established schools on the European model in every district of Nubia and Egypt; whether, through their agency, the blessings of civilization shall become extended to the remotest wook of the burning Desert, and the land of the Arab be restored to that intellectual reputation which it enjoyed before the now enlightened West had emerged from the darkest depths of barbarism; whether, in this way, a great nation shall arise on the banks of the Nile, that shall produce evidences of intelligence and refinement rivalling these memoriuls of a glorious past, Thebes, Carnac, and Aboosimbel, form portions of a question that time alone can properly answer.-[Correspondence of the Educational Times.

### Literary and Scientific Entelligence.

#### MONTHLY SUMMARY.

Baron Alexandre de Humboldt has, says a Berlin journal, announced the discovery at Athens of the, edition in which the Council of Four Hundred were accustomed to assemble. Upwards of one hundred inscriptions have already been brought to light, as well as a number of columns, statuts, &c.....Mr. Hume announces the closing of the penny subscription for a memorial of the late Sir Robert Peel. The sum subscribed in pence is £1700..... The postage commission of India report in favor of a three-halfpenny uniform rate. Newspapers chargeable at a rate from three-halfpence to sixpence over India. English journals, by Marseilles, will cost two and sixpence. .... The Papal government has decided on adopting the system of postage stamps as now in use in England and France....Another volume of Macaulay's History of England is soon expected from the press, and two more of Grote's History of Greece..... D'feraeli is engaged upon a life of Lord George Bentiuck, the great protectionist ..... Lord Cockburn is writing a life of the late Lord Jeffrey, in which will be incorporated his correspondence with Byron and other departed normalities.....Dickens and Douglass Jerrold both announce two new serials, and Thackeray has almost ready an old-fashioned three volume novel..... Dicken's Household Narrative of Current Events" has been decided by a majority of the Queen's Bench, Baron Parke dissenting, not to be a newspaper within the meaning of the stamp act, and not therefore subject to newspaper postage..... The London papers announce the death. at Boulogne, on the 27th of November, of Basil Montegu, Q.C., the learned editor of Lord Bacon-but to be known hereafter most enduringly as the friend of Coleridge. .... The Warsaw journals anniounce the death of one of the colebrities of modera Polish literature-Madame Nakwaska. This lady was the author of Polish novels and of sketches of the society of the capital. She has died at the age of 69..... The pastor, Wilhelm Meinhold, the author of the Amber Witch, died on Sunday at Charlottenburg. He was one of the leaders of the old Luttieran party in Pomerania, but had for some years lived in retirement. His son had joised the Catholic Charles pelled from Berlin and Vienna. The period of the London Moraing Chronicle, has also ween expelled from Paris.... The pearl figures which ade-a criticles made of papier machie, are not, as is generally supposed in leid has being on the pearl of the pear posed, inlaid, but laid on. The process is extremely simple, and has been in use about twenty-one years. The pearl shell, cut into such pieces or forms as may be desired, is laid upon the article to be ornamented; a little copal or other varnish having been previously applied, the pieces of pearl at once adhere to it; thereafter, repeated coats of tar-varnish fill up the interstices and eventually cover the pearl; this extra varajsh is removed, a nulform surface is produced, and the pearl exposed by rabbing with pumice-stone, polishing with rotten-stone, and finally "andling," or polishing with the hand ..... In the mouth of February, 1852, there will be five Sundays. A like circumstance will not again occur till 1880. twenty-eight years hence ...... The library of the Capitol of the United States was burned on the 21th December. The estimated loss is £50,000. Several of the works cannot be replaced; 35,930 volumes were destroyed. together with numerous MSS., Paintings, Maps, Charts, Medals, Statuary. and articles of Vertu; 20,000 volumes were saved .... The Rev. Dr. Robinson, celebrated for his liablical researches in Palestine, recently left New York again to prosecute his inquiries. He has made ample preparation for a critical survey of the Holy Land, with special reference to Biblical Hisiory .... The celebrated Mathematical lib ary of the late Professor Jacobi,

Y. Times

of Berlin University, Las been purchased for Harvard College. The collection consists of about one thousand complete works, many of them of great value, yet the price paid by Mr. Bond was no more than \$1560 ..... A society has just been formed in Dublin for the preservation and publication of the ancient melodies of Ireland. Dr. Petrie, the eminent artist and antiquary, has been nominated president of the society ..... A manuscript Irish canon, 1200 years old, has been discovered in the library of Cambray. The Rev Mr. Craves has given notice of it at the Royal Irish Academy.

Eclipses in 1852 .- The eclipses are six in number -- that is, three of the sun and three of the moon, but only one of the moon, Jan 7, visible at Greenwich. Begins at twenty minutes past four in the morning. Middle of the eclipse, ten minutes after six. Ends at eight in the morning. 2. A partial eclipse of the sun, January 21, invisible at Greenwich. Begins at thirty-three minutes past five in the morning. Middle of the eclipse, twenty minutes past seven. Ends fifty-two minutes part eight in the morning. 3. A partial eclipse of the sun, June 17, invisible at Greenwich. Begins at fifty-six minutes past two at noon. Middle of the eclipse, fiftynine minutes past four. Ends two minutes past seven in the evening. 4. A total eclipse of the moon, July 1, invisible at Greenwich. Begins at thirty. seven minutes past one, noon. Middle of the eclipse, twenty-six minutes past three. Ends fourteen minutes past five, afternoon. 5. A total eclipse of the sun, December 11, invisible at Greenwich, Begins at twenty-six minutes past one, morning. Middle of the eclipse, twenty-four minutes past three. Ends at fifty-five minutes past five, morning. 6. A partial eclipse of the moon, December 26, invisible at Greenwich. Begins at thirty-three minutes past eleven in the morning. Middle of the eclipse, three minutes past one. Ends at thirty-two minutes past-two at noon

Archaological Researches in Algeria .- Several French gentlemen are making archæological searches in Algeria, which abounds in remains of the Roman domination. A few weeks back a Roman mosaic of great beauty was discovered at Aumale, only slightly covered with earth. It appears to have formed part of a magnificent pavement of great extent. It contains the representation of scenes of religious life, the persons and animals in which are designed with great boldness and purity, and are coloured to represent nature. All the figures are surrounded by a border, a'so coloured. One compartment of the mosaic represents a woman, nearly naked, quitting agricultural labours to attend to her religious duties; another represents the goddess Thetis with two dolphins, and a figure symbolising Apollo conveying to her a lyre; the third, a female on a bulisupposed to be the carrying off of Europa by Jupiter; a fourth, Amphitrite advancing towards Neptune. There are also two other compartments, but so damaged that the subjects cannot be made out. The mosaic establishes, curiously enough, the extraordinary tenacity of local customs-representing a woman labouring in the fields, it proves that in those times women were accestomed in that neighbourhood to take part in agricultural dradgery-in the same neighbourhood to this very day the native women still do so, though in no other part of Algeria is anything of the kind discovered. Amongst other things which the French have discovered are the remains of a cemetry, also near Annale. On some of the stones very curious inscriptions have been found. One is to the effect that "the deceased Areligiously cultivated modesty, enjoyed fair fame, and lived 26 years without having had the fever." This singular addition must, no doubt, be ascribed to the unhealthiness of the climate, caused by extensive swamps. These swamps still exist.-[Literary Gazette.

Animal Matter from Design Coulsi mulescent fratter history at the University of Lodi, made before high a private friends two at the University of Lodi, made before the of private friends, two mights ago, a very remarkable experiment illustrative this theory as to the formation of mountains. He melts some substances, known himself, in a vessel, and allows the liquid to cool. At first, it presents an even surface, but a portion continues to coze up from beneath, and gradually elevations are formed, exactly corresponding in shape with those which are found on the earth. Even to the stratification the resemblance is complete, and M. Goriui can produce on a small scale the phenomena of volcanoes and earthquakes. He contends, therefore, that the inequalities on the face of the globe are the result of certain materials, first reduced by the application of heat to a liquid state, and then allowed gradually to con solidate. In another and more practically useful field of research the learned professor has developed some very important facts. He has succeeded in a most surprising extent in preserving animal matter from decay without resorting to any known process for that purpose. Specimens are shown by him of portions of the human body which, without any alteration in their natural appearance, have been exposed to the action of the atmosphere for six and seven years : and he states that, at a trifling cost, he can keep meat for any length of time, in such a way that it can be caten quite fresh. The importance of such a discovery, if on a practical investigation it is found to answer, will be more readily understood when it is remembered that the flocks of Australia are boiled down into tailow, their

flesh being otherwise almost valueless, and that in South America vast herds of cattle are annually slaughtered for the sake of their hides alone.

Mr. Grinnell and the British Residents of New York .- Twolve of Mr. Grinnell's friends, of British birth, residents in New York, united recently in procuring a beautiful gold medal to be prepared, with an inscription attesting their sense of his conduct in connection with the search for Sir John Franklin, and on Friday it was formally presented to Mr. Grinnell. It is about twice the size of a silver dollar; the rim is surmousted with the flags of the two nations, wrought in gold ; on the face is a representation of the Advance and Resone, in their most perilous condition, crowded with ice : on the obverse is the following inscription :-" The British residents of New York to Henry Grinnell, in grateful admiration of his noble efforts to save Sir John Franklin.

"Tis thine to feel and And ours to mark the second glow. 4 18SL"

The design of the medal is beautiful, and in the best possible taste. - [ N .

Six new Humming Birds .- Mr. J. Gould lately read before the Geological Society of London a minute description of six new species of Humming Birds, brought from Veragua, in New Granada, by Mr. Warsewicz, a distinguished traveller and botanist. Some specimens, thought to have been spoiled on the voyage, were still beautifully coloured, a glittering red, blue, and green colour, mixed with snow white, of a brilliancy enhanced by darker cole re. They were discovered at 6,000 feet up the mountains where they inhabit. Mr. W. is the first naturalist who has penetrated into those parts, where he encountered both hardship and danger.

#### TO FEMALE SCHOOL TEACHERS.

A PPLICATIONS (post paid), accompanied by testimonials of ability, A. dcc., will be received by the undersigned, on behalf of the Board of School Trustees of the Incorporated Town of Chatham, in the County of Kent, until the 10th day of February next, from competent Female Teachers, of whom two are required in the female department of the Public School in the Town of Chatham, one of which departments to be subordirected the extent dinate to the other.

Salaries not to exceed £60, and £40 per nanum for the situations re-

pectively. By order of the Board,

GEO. DUCK, Jr., Chairman, B. S. T.

Chatham, January 15th, 1852.

#### COMMON SCHOOLS .-- CITY OF TORONTO.

THE Board of School Trustees to the City of Toronto will receive applications until Thursday, January 8th, 1852, from parties desirous of filling the following offices, viz:

Local Superintendent and Visitorial Teacher, combined—to which will

Local Superintendent and visitorial a transcriptorial attached the salary of £169 per annum.

Applications, with testimonials, to be addressed (post paid) to the undersigned—who will furnish any further information.

G. A. BARBER,

Constitute Report School Trustees.

Secretary, Board School Trustees.

Toronto, Dec, 23rd, 1851.

The time for receiving application for the above office, has been extended to TUESDAY, January 27th, 1852.

G. A. B.

TEACHER of great experience, who has a first class certificate. A wishes for an engagement—can produce superior testimonials, and refer to Mr. Hodgias, Education Office. Address D. E., Education Office,

WANTED for the Chippewa School by the Board of School Trustees V for that Village:—a first class male Teacher; a second class ditto; and a female Teacher for the girls school. Immediate application, stating terms, to be made to William Hepburne, Secretary to the Board. The teachers must be Protestant. Those trained in the Normal School will be preferred. The first class male teacher will not be required until the 1st be april next, but the others without delay. The Schools are supported on the free school principle.

### WILLIAM HODGINS,

#### ARCHITECT AND CIVIL ENGINEER, KING STREET, TORONTO,

DIRECTLY OPPOSITE THE ARCADE OF LAWRENCE HALL

ARCHITECTURE, offers his services to School Authorities throughout the Province, in prepring Designs, with detailed Plans and Specifications of Grammar and Common Schools, and their speeddages, so us to meet the requirements of the present improved system of Education.

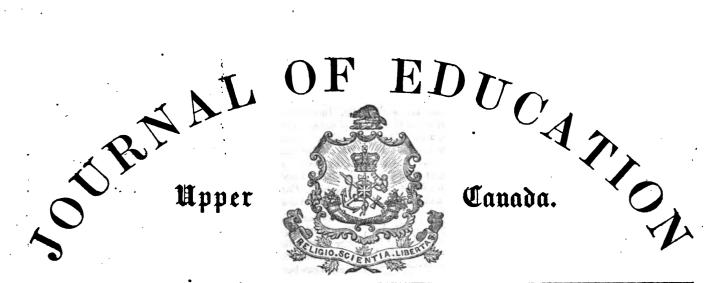
\*\*\* Reference kindly permitted to the Chief Superintendent of Schools, and the officers of the Educational Department.

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All communications to be addressed to Mr. J. Gronton Homeson.

\*\*Education Office, Thronto.



VOL. V.

TORONTO, UPPER CANADA, FEBRUARY, 1852.

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## THE EDINBURGH, THE NORTH BRITISH, THE BRITISH QUARTERLY, AND THE PROSPECTIVE REVIEWS.\*

The following sketch of the Editors and principal contributors to some of the great English Reviews, taken from a recent number of the London Critic, will prove highly interesting to our readers:—

Although The Edinburgh still preserved a title which seemed to connect it intimately with Scotland, it had, some time before 1842, ceased to be in any sense a Scotch Review. Not only was it published in London, but its editor was an Englishman, and never in any way very peculiarly Scotch, especially under the influence of a light cosmopolitan thinker like Jeffrey, it was now in no way to be distinguished from the professedly English Quarterly, save by the difference of its political tone. But in 1842 there happened an event which shook Scotland from its circumference to its-centre. In the May of that year, two or three hundred members of the General Assembly took sad and solemn leave of their old ecclesiastical parliament, and, with Dr. Chalmers at their head, set up the "Free Kirk." The chief "organ" of the disruption was an Edinburgh newspaper called The Witness, conducted with considerable nerve and talent by Hugh Miller, of Old Red Sandstone notoriety, a man great no less in theology than in geology, whom his native abilities and Lady Gordon Cumming, of Altyre, herself geological, and mother to the South African lion-hunter, had helped up from a

very humble obscurity. The Edinburgh, of course, looked coldly, and The Quarterly inimically on the seceders; and the friendly zeal in their behalf of Mr. John Robertson, in the pages of The Westminster, was of too purely secular a kind for the chiefs of the Free Kirk. After two years, when it had been found that the most potent furtherer of the secession was not any minister, however eloquent, or any layman, however influential, but a mere newspaper like The Witness, it was resolved to start a quarterly organ, and to call it The North British Review. Noblemen and gentlemen, enthusiastic for the Free Kirk, like the Marquis of Breadalbane, and Mr. Campbell of Monsi, subscribed funds. Mr. Blackie, the Glasgow publisher, and Mr. Cowan, the Edinburgh paper-maker, gave their aid. It was this Mr. Cowan that ousted Macaulay at the last Edinburgh election. He guaranteed the carrying on of the speculation for a certain period.

A Dr. Welch, who had suffered losses in the cause of the Free Kirk, who was a writer in The Edinburgh Review, and the biographer of Dr. Thomas Brown, was selected as the editor. Indeed, it was something done to him that heated the Free Kirk enthusiass so as to boil over and form The North British Review. Dr. Welch, when the disruption took place was "Moderator,"—that is, President or Speaker of the General Assembly, Professor of Church History in the University of Edinburgh, and Secretary, with a salary of five hundred pounds per annum, to the Scotch Bible Board. At the secession he of course cheerfully surrendered the Moderatorship and the Professorship, but saw no reason to surrender the lucrative Secretaryship, of which, however, Sir James Graham took the liberty of forcibly relieving him. Whereon The North British was hastened into existence. Welch was a man of ability and tact, and began operations with a promising staff of veterans and others. He did not fall into the error which, in his circumstances, might have easily been committed, that of making his review too theological. His great gun, Dr. Chalmers himself, fired off articles chiefly on politico-economical subjects, his first being one on Sterling's Philosophy of Trade; but his most famous was that on Morell's History of Philosophy, which was considered as an annihilating manifesto against Continental speculation. In physical science, the biographies of its horoes, and books of scientific travel, Sir David Brewster, the noted savant, was mainly depended on; he wrote the papers on Cuvier, Humboldt's Cosmos, Watt, Cavendish, and the like, and is still a contributor. Hugh Miller led off his series of performances by a vivid paper in which herring-fishing was made poetical. Mr. Monorieff, now Lord Advocate, reviewed Jeffrey's Essays, the first of a set on the light literature of the day. Dr. Heugh, of Glasgow, recommended "Christian Union," and Welch himself dealt with Archbishop Whateley. Among the early contributors too, if we are not mistaken, was Dr. Samuel Brown, of Edinburgh, a singular and gifted individual. With the zeal of an old alchemist (but with a purer enthusiasm), he has been occupied many years in endeavoring to effect the mutual transmutation of some of the primary chemical elements, and by some of the good people of Edinburgh is looked upon as one in search of the philoso-

<sup>\*</sup> The Westminster Review, we regret to say, has become the bold champion of infidelity, having in two or three of the latest numbers, ridiculed, assaited and denied the solemn verities of revelation and the Christian faith.—(Ep. J. of Ed.

pher's stone. He is a man, however, of sane, clear, and subtle understanding, of varied accomplishments, and deeply versed in his own science, the chair of which, in the Edinburgh University, he narrowly missed attaining. He sometimes lectures with success in public; he published, a good many years ago, a series of tracts by "Victorious Analysis," with a high and beautiful meaning, and more recently the tragedy of Galileo Galileo; and so he lives on there, in Edinburgh, with one believing and helpful disciple, a life of scientific romance in an age of scientific prose. But to return. In religion, the aid had been secured of the well known Isaac Tayler, the author of The Natural History of Enthusiasm and of Wesley & Methodism. So that, on the whole, The North British Review started under very good auspices, and with very fair promises of success.

Dr. Welch died the year after he had commenced the labors of editorship, and it passed into the hands, for a short time, of Mr. E. Maitland, an Edinburgh advocate, whence it was received by Dr. Hanna, the biographer and son-in-law of Dr. Chalmers; so that three of our chief reviews were being conducted by sons-in-law of distinguished men-The Quarterly, by Mr. Lockhart, a son-in-law of Sir Walter Scott's; The Edinburgh, by Mr. Empson, a son-inlaw of Lord Jeffrey's; The North British, by Dr. Hanna, a son-inlaw of Dr. Chalmer's; while a son of James Mill was editing The London and Westminster. So powerful, even in literature, is the hereditary principle! Somewhat more than a year ago, The North British ceased to be edited by Dr. Hanna, and was transferred to Professor Fraser, its present conductor. This gentleman is the son of an Argyleshire minister, was educated for the Scotch Church, at the Edinburgh University, where he was a favorite student of Dr. Chalmers, whom he followed into the Free Kirk to become Professor of Logic in its metropolitan college. In England, as well as in Scotland, The North British is said to be doing well among reviews, not at present a very prosperous class of publications. In politics, its principles are liberal; it recognises the interest and importance of the new social theories, without committing itself to any of them. It acknowledges the right of the State to supervise industrial arrangements, and tends towards the advocacy of a general system of education; altogether its religious views are orthodox, without, however, being sectarian. In addition to the contributors aiready named, we can mention that most shrewd and hearty observer, Mr. Samuel Laing, the Norway tourist; Principal Cunningham, and Professors Fleming and McDougall, of Edinburgh; Dr. Hamilton, the earnest minister of the National Scotch Church in Regent's Square ; Dr. Kitto, versed in Palestine ; Thomas de Quincey, who has contributed some half dozen articles or so, among them a striking one on Pope; the Rev. Charles Kingsley, the author of Alton Locke, whose hand we recognised mauling Festus-Bailey; and Mr. Anthony Panizzi, the Librarian of the British Museum, who writes upon Italian literature and Italian affairs, and in a review of Sir Harris Nicolas's Nelson Despatches, is said to have "settled" the question whether our naval hero was right or wrong in hanging some Neapolitan prince or other. Indeed, the library of the British Museum sends more than one contributor to The North British. Thus Mr. John Jones lately explained in its pages the system pursued in his own department, and there, too, figures Mr. Coventry Patmore, whose ingenious and subtle essays on architecture are, we confess, more to our taste than his poetry. Last, not least, among the contributors to The North British, is Mr. David Masson, a searching and meditative writer, chiefly on social topics, yet the critic, too, of Wordsworth and Carlyle's Latter-Day Pamphlets. But stop-we are forgetting one of the eleverest articles that have been recently published in any review—that on "The Literary Profession," which appeared about a year ago, and is from the pen of a Mr. John W. Kaye, of whom we are likely to hear more.

It had been one of the designs of The North British to secure the support of the English Dissenters, but this was soon found to be impossible. Stimulated by the appearance of The North British, some wealthy English Dissenters founded The British Quarterly Review, the first number of which eame out in February, 1845, then, as now, under the Editorship of Dr. Vaughan, The Doctor is the Principal of the Lancashire Independent College, a leader of the Congregational dissenters, and formerly preached in a chapel at Kensington. He writes a great deal in his own review, and chiefly with the aim of diminishing the influence of such living authors of renown as he considers, from their insinuating scepticism, dangerous to the faith of the rising generation. The more marked

of his papers in this branch are those on Theodore Parker, Emerson, and Carlyle. Yet an article from his pen in one of the earliest numbers of his review, entitled "The Priesthood of Letters," said a good many things which were looked on by his friends as far too bold. In theological and biblical literature he has had the assistance of Dr. Davidson, likewise of the Independent College. In political and social economy, a good deal has been done by that striking medicerity, Mr. Edward Baines, the editor of The Leeds Mercury. Mr. Edwards, formerly of the British Museum, and now at the head of the Manchester Free Library, contributed an instructive paper on public libraries. And here too, in these dashing sketches of Macaulay, Carlyle, and D'Israeli, do we not once more recognise the hand of the omnipresent Mr. Lewes?

The same month of the same year that witnessed the birth of The British Quarterly, welcomed to the light the first number of The Prospective Review, the organ of English Unitarianism, as the other is of orthodox dissent. This small and modest-looking publication has been and is managed by a trio of Lancashire Unitarian ministers, the Rev. John James Tayler of Manchester, and the Rev. Messrs. Thom and Martineau of Liverpool. In general talent, alalthough it is of a refined rather than of a vigorous kind, Mr. Tayler is considered to stand at the head of his class; and certainly none of his brethren have produced a work displaying as much acumen as his Retrospect of the Religious Life of England, although as sermons many Unitarians would rank Mr. Martineau's Endeavors after the Christian Life, higher than Mr. Tayler's Christian Aspects of Faith and Duty. But we must leave these questions of precedency to more competent judges, and conclude with saying, that while The Prospective, by the nature of the case, circulates almost exclusively among the sect of whose doctrines it is the organ, yet it occasionally contains articles on neutral topics which, from their calm elegance of style and discriminating intellectuality, might be perused with pleasure by even the most orthodox.

EXCELLENCIES AND PECULIARITIES OF THE FRENCH "SYSTEM" OF GOVERNMENT.—SECRET OF SUCCESS AT THE LATE EXHIBITION.

The practical and observant Paris Correspondent of the New York Commercial Advertiser in a careful and impartial analysis of the recent Message of the French President, Louis Napolnon, thus sums up the distinctive characteristics of the French system of Government, in so far as it excels those of any other civilized Government. His remarks, however, have more point contrasted with American, rather than European experience. He observes: The message throws incidentally a flood of light on the distinctive features of the institutions of the country. No one can read it without gaining a clear idea of the causes of the superiority of France to all the other nations, -- without understanding why Frenchmen prefer remaining at home to emigrating even to the rich prairies of the West. It is a remarkable fact that the great majority of emigrants from the port of Havre are Germans. The secret of this patriotism lies in the admirable economy of the French administration, and the adaptation of political institutions to social wants. Certainly, the army is too large, and there are too many civil functionaries, but they are well kept at comparatively small expense. No other Government has such an admirable system of accountkeeping, in all the grades of administration; and the mode of collecting taxes is wonderful for its simplicity, accuracy and economy. The supervision of able engineers, salaried by the state, assures the excellence and stability of railroads, public buildings, and bridges, and prevents the explosion of steam-boilers in locomotives, manufactories and vessels; the prevention is so efficient that not more than half a dozen explosions of the kind take place annually, in this nation of thirty-six millions of people. Wise police regulations make it impossible to erect a private building with walls so thin as to endanger the lives of the inmates or those who pass by. Instead of giving over the lives of the citizens as a prey to every quack who may be plausible enough to win the confidence of the ignorant or unsuspecting, no precautions are spared to secure thoroughly educated, experienced and scientific physicians; to gain. a diploma, one must have had long experience at the bedside of the hospital sick, and sustained the searching scrutiny of able examiners.

A druggist, too, has gone through a long course of study, lectures and examinations; a broken down merchant is not permitted to



jump from his counting room to the prescription desk, at the risk of confounding arsenic with calomel, and on the absurd plea that every man has a right to gain his living in any business where people will trust him. You may be sure that a professor in one of the Government colleges does not need a dictionary to translate, at first sight, a passage in Tacitus or Demosthenes; and that any lawyer you meet is something more than a blending of the pettifogger and a village bar-room politician. For the relief of the poor, the Government does wonders : there are innumerable lending banks, pawn shops at a low rate, saving institutions, asylums for the incurable, the aged, the blind, foundling and lying-in hospitals, places where children are taken care of while the mothers are at work, distributions of feed and clothing, hospitals for the sick, &c., &c., all administered under uniform rules and with marvelous economy. Then the state has a direct care of all apprentices, sees that they are sent to school, receive instruction in their trade and proper treatment; by a law intended to encourage foresight and economy in the labouring classes, any workman in constant employ can secure a pension in his old age; the best seeds are provided for farmers, information is published of the most approved methods of agriculture in other countries, experiments are tried and the best agricultural education is given at the farm schools or school-farms established in every district; the workmen and children are protected, as far as legislation can do it, against excessive labour; the poor man is not prevented, by his poverty, from asserting his rights, in the courts of justice, for counsel and costs are provided for him if he has a show of right on his side. Mutual aid societies are systematized by law, bakers are restrained from making exorbitant charges for the first necessary of life, damaged provisions are not permitted to be sold, and, in the theory of the law, every child receives gratis an education suitable to his position in life.

Besides providing work, the Government is liberally doing what it has done every Autumn, - opening free evening schools for the workmen. The teachers in these are men of ability, especially those employed for teaching mathematics and linear drawing. The lower branches of education are not neglected, but particular importance is attached to all that belongs to cultivating the taste for beauty of form and exactness of proportion. A visit to these evening schools explains why France took more than one-third of the first class medals at the London Exhibition; a large number of the workmen in her principal cities and manufacturing towns are better educated, in all the arts of design, than the graduates of English and American colleges. If the figures on the French calicoes, muslins, and porcelains show more taste than those made elsewhere; if her cabinet work is more graceful in outline, her architecture more solid in reality and more light in appearance, it is because there are thousands of young workmen in the evening schools. I have often wished that American manufacturers would visit these sources of French artistic superiority, or that our legislatures would appoint committees to report plans for establishing similar ones in the United States. It may safely be affirmed that the French Government does more for the people, and does it more cheaply, than any government in the world. The peculiar glory of France is that she takes the child of the poor in his cradle, schools him, teaches him his trade, protects his interests during manhood, takes care of him in sickness and old age. One of the results is that for every hundred exhibitors at the late industrial fair, France received sixty medals, while England, on the same number, received only twenty-nine, and other countries only eighteen; a fact which proves that if France had colonies and foreign markets stugh to keep her population employed, she would distance competition and rise to boundless wealth and power. During the late Exhibition, an immense number of workmen, in all the different branches, were sent to London, at the joint expense of the Government and the local Chambers of Commerce and Manufactures. Several hundred were sent from Paris alone. Each one received, on starting, a list of questions bearing on his own particular occupation, and intended to guide his studies of the productions of other nations. To each of them he was required to give full written answers on his return. These answers are all to be transmitted to the Minister of Agriculture and Commerce, who will have them examined, and the results reported in a convenient form. Besides the reports of the workmen, the Minister will have those of a large number of special delegates, each one of whom was charged to report on some one branch of industry. This is the true way of profiting by such exhibitions.

#### GOOD ADVICE TO YOUNG TEACHERS.

We welcome to our pages the following letter from a fair correspondent :- My Dear Friend: I am sorry to learn that you are so sadly discouraged with the class of pupils you have the good fortune to have in charge. I say good fortune, notwithstanding your decided opinion to the contrary, for it certainly is such, if you have health and strength sufficient to lift them above their present state. Of the principal faults, deficiencies and obstacles you mention, I see none that have not been experienced by many teachers in country schools, and that have not been remedied. You know the old adage "What man has done man can do." First, you are troubled by the unnecessary absence and tardiness of your pupils. The best remedy that I can recommend to you, is to make them interested in school and school duties; do this, and half the work is accomplished. In order to effect this desirable state of things, you must be in your school-room in season, yes, more than in season. Be there ready to talk with your pupile; tell them interesting anecdotes that you have heard or read. Tell them, perhaps, to begin with, that you have a very interesting book that you will read to all who will be in the room fifteen or twenty minutes before the school session commences. Get them interested in assisting you about any little matter that may occur to you, such as assorting pictures or shells, and if you have none that are disarranged, perhaps you might put some in disorder for the occasion. pupils something to expect from one session to another, -Only make them feel a wish to be in the school-room, rather than away, and parents will seldom require the services of a child so much as to refuse a request to attend school. Show the pupil that you do really care whether he is absent or not, and let him feel that he has lost something quite interesting by being away, and you will at least have made an impression that will influence him in future to more constant attendance.

But there are some that cannot be induced to attend, in this way. These must be looked after by you in several ways. Call and see the parents,—call when you are walking to school, to see if the pupil will not join you; make both parent and child interested by awakening their pride. Every pupil has some excellencies. Perhaps one is a good writer, another a good reader, and in whatever he excels, he will feel the most interest. Through this one point, whatever it may be, you may gain a hold on the pupil's mind, and interest him in other exercises of the school, and with much care and labor on your part, you can secure a good average attendance.

and labor on your part, you can secure a good average attendance.

You say you have no conveniences. This certainly is a great hindrance to the progress of your pupils, but if you have none, you must make them, at least, substitutes for conveniences. If you have no blackboard, take a common pine board, and if you cannot procure that readily, use the funnel of your stove; that will show a chalk mark, and although it may not be the most convenient thing imaginable, it is better than nothing. If your entry is minus apparatus for hanging clothing, your boys will undoubtedly be delighted to bring nails and drive them for you. You can, with a little trouble, cultivate a spirit of neatness. Encourage pupils to come with neatly washed faces and hands and nicely combed hair. you have not experienced the effect of these things, you will be surprised at the alteration they will make, not only in the appearance of your school, but in the behaviour of your pupils. complain of listlessness and indolence in your school-room. I think if you succeed in making your scholars interested, these evils will gradually disappear. Be sure that every one in the room has something to do all the time, and you will generally insure quietness. Allow those that can write, to copy a few lines from the Reader, or any other book that you chose, and if it is well done, commend the neatness and correctness of the performance. Be sure to praise the work if there is a single point that will admit of praise; at the same time, pointing out the faults in a way that will encourage, and not discourage.

Say, for instance, to a pupil that you may see idle, "Mary, be as quick as you can, in the preparation of your Geography lesson this morning, for I have something I wish you to do for me when you have learned it." You will often obtain a half hour's quiet study, and consequently a well-learned lesson from a careless pupil, if some pleasant exercise is held out as an inducement to the careful preparation of the work assigned.

Lead your pupils, instead of driving them; that is, all that will be led: there are some that prefer to be driven; comparatively few,

however, as far as my experience has taught me. Work on, and hope ever-must be the teacher's motto. Nothing but hard, constant labour, will accomplish your object. Put your whole soul into the duties attendant upon the school-room, and your work cannot fail to accomplish something .- Cor. Mass. Teacher.

### Wouths' Department.

#### KNEEL, MY CHILD, FOR GOD IS HERE!

Kneel, my child, for God is here! Bend in love, in holy fear; Kneel before him now in prayer; Thank him for his constant care; Praise him for his bounties shed Every moment on thy head; Ask for light to know his will; Ask for leve, thy heart to fill;

Ask for faith to bear thee on Through the might of Christ his son; Ask his Spirit still to guide thee Through the ills that may betide thee; Ask for peace, to lull to rest Every tumult of thy breast; Ask in awe, in holy fear; Kneel, my child, for God is here!

#### ILLUSTRATIONS OF ASTRONOMY.

No. 2.—Copernican Theory of the Solar System.

Having illustrated the Ptolemaic Theory of Astronomy and noticed some of the absurdities involved in it, we now proceed to illustrate that theory of the Solar System which has obtained during the last three centuries, and which, from its author, is termed

the Copernican Theory.

NICHOLAUS COPERNICUS WAS born in 1473, at Thorn, then a town of Poland, but subject to Prussia since 1793. He was sent to the University of Cracow, then the only one in Poland, and celebrated in the three departments of Grecian and Latin Literature, and Mathematics. Copernicus applied himself to these departments of learning, particularly mathematics. He was a student at this University in 1492,—the year of the discovery of America by Columbus. Three of Copernicus' fellow-students afterwards became eminent professors of mathematics; the four were scholars of ALEERT BRUDZEWSKI, professor of Astronomy and Mathematics in the Cracow University. Copernicus went to Italy to consult the most distinguished Italian astronomers, and pursued his astronomical observations some time at Bologna. He soon acquired so high a reputation for learning, that he was called to Rome, at the age of 27 years, as professor of mathematics; and his lectures there drew a numerous concourse of scholars. On his return to Poland, he passed through Padua, where he sustained a public examination in anatomy, and was deemed worthy by the celebrated University, or, in more ancient language, Studio, of Padua, to be received as doctor in medicine. He was at length appointed by his uncle, who was a Bishop, canon or prebendary of the cathedral of Frauenburg, where he pursued his astronomical studies until his death, which took place in 1543. He was often entrusted, in the absence of his diocesan, with the administration the bishopric of Emerland, and was nominated as a candidate for the see in 1537, by king Sigismond; but the election was in favour of one of his competitors. Fearing opposition, he could not be prevailed upon to publish his views until the end of his life. On the day of his death, he received the first printed copy of his immortal work entitled, "Revolutions of the Celestial Bodies"—De Revolutionibus orbium coelestium. To shield his theory under the mantle of the Church, Copernicus dedicated his work to Pope Paul III. But his system made little progress for more than half a century, when it having been espoused by Galileo at Florence, the special attention of the Church was attracted to it. Gali-LEO was required in 1615 to retract what he had written; and the treatise of COPERNICUS was also condemned, being put into the Index Expurgatorius. But MURRAY, in his Handbook of Northern Germany, under the head of Frauenburg, says, "It is a curious fact, and perhaps not generally known, that the excommunication of Copernicus, for publishing his system of the Heavens, was revoked in 1821." It appears, therefore, that the system of Copernicus, though condemned by the authorities of his Church for two hundred years, is now admitted by that, as well as by other branches of the Christian Church to be correct.

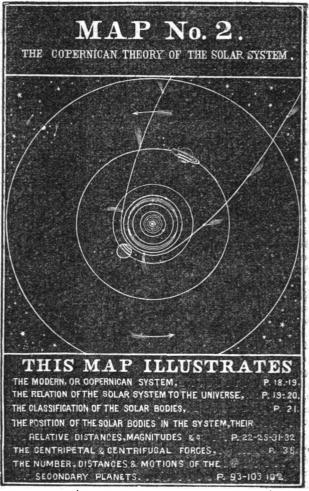
This brief notice of COPERNICUS himself will give the reader additional interest in the following sketch and illustration of the

Copernican theory of the Solar System.

The word solar is derived from the Latin word Sol, which signifies the Sun. The Solar System, therefore, is the system of the Sun-the system of which the Sun is the centre-including all the heavenly bodies which revolve around him,

The bodies which revolve around the Sun, are called Planetsfrom the Latin word Planeta—a wanderer; and this word is applied to the Solar bodies because they change their relative positions, or seem to wander among the stars.

The fixed stars are another class of heavenly bodies which do not revolve around the Sun-which do not seem to wander or change their relative position in the heavens. They are farther from the Sun than the planets; and the more distant part of the firmament which they occupy is called the Sidercal or Starry Heavens. The following map illustrates these remarks, and represents the Copernican System in contra-distinction to the Ptolemaic, represented in the last number of this Journal.



In this Map the Sun is represented in the centre in a state of rest; and around him at various distances are represented the planets or fixed stars—the former revolving around him from west to east, or in the direction of the arrows,—the latter occupying the spaces in every direction beyond the largest planetary circle. The white circles represent the orbits, or paths, in which the planets move around the sun. On the right is seen a comet plunging into the system around the sun, and then departing. It is distinguished from the other bodies belonging to the solar system by its form, its orbit and its trains of light.

There are two kinds of planets—primary and secondaryformer revolving around the sun only as their centre of motion, like our earth—the latter revolving around a primary planet also, like

The planets are also called inferior and exterior; the inferior, or interior, being those (Mercury and Venus) which are closer to the sun than the earth—the exterior, or superior, being those which are farther from the sun than the earth, as Mars, Jupiter, &c.

The primary planets are nineteen in number; of which eleven are called asteroids, or star-like planets, and are situated between the orbits of Mars and Jupiter.

On the above map Mercury may be seen close to the sun, and a little below him—yet in reality distant from him 37 millions of miles. Venus is west, a little above the sun, on the left-distant



from him 69 millions of miles. The third is the Earth—at a distance from the sun of 95 millions. The fourth Mars-145 millions. Then follow the eleven small planets called asteroids, but too close together to be individually identified. Jupiter is the large planet below the sun, with four moons, and distant from him 495 millions of miles. Saturn is shown above the sun, with his rings and eight moons—distant from the sun 900 millions. Herschel is far on the left in the outer circle, with his six moons, and at a distance from the sun of 1,800 millions. Lastly, Neptune, the planet lately discovered by the calculations of the French Astronomer Lz VERRIER, is not shown on the map, for want of room. He may be imagined more than 1,000 millions of miles beyond the orbit of Herschel, or 2,850 millions of miles distant from the sun. Beyond these planets, in the immensity of space, are situated the fixed stars, or sidereal heavens—supposed by theologians to be the third heavens of the Sacred Writings.

Now according to the Copernican Theory, these planets all move around the sun, as their centre of motion; and so conclusive is the evidence of the theory, that eclipses of the sun and moon are -calculated upon it, and astronomers are able to predict their commencement, duration, &c., to a minute, hundreds of years before

they occur.

The distances of these planets from the sun are not easily conceived; but some conception or faint impression of it may be found from the following calculations:-Imagine the construction of a Railroad from the sun to Neptune, with a station for refreshanents and supplies at each of the other planets; and imagine the rail cars to travel at the rate of 30 miles an hour, day and night; the time table of the rail train on such a journey would be as follows :-- From the sun to

Mercury,	152 years.	Jupiter,	1,884	years.
Venus,	264 "	Saturn,	3,493	~ u
Earth,	361 "	Herschel,	6,933	"
Mars.	554 **	Neptupe.	10.650	"

Had a train of cars started from the sun at the morning of his creation (about 5,852 years ago) to visit the planet Herschel, and travelled day and night ever since at the rate of 30 miles per hour, they would still have 284 millions of miles to travel before they could reach the end of their journey. To finish the passage would require 1,081 years longer—the whole of time past since the creation and more than a thousand years to come! To reach Neptune the same train, proceeding at the same rate, would require nearly 7,000 years longer! Such is the vast area embraced within the orbits of the planets; and such are the spaces over which the sunlight travels, to warm and enlighten its attendant worlds!

Yet beyond these distant orbs, in the amplitudes of space, there are suns, and worlds, and systems! How appropriate and forcible are the words of the Sacred Writer-" When I consider the heavens, the work of thy fingers, the moon and the stars which thou hast ordained; what is man that thou art mindful of him?

and the Son of man that thou visitest him ?"

#### Miscellaneous.

The following, says the The Episcopal Recorder, strikes us as being one of the most beautiful passages in the whole compass of English literature:

#### THE KNELL OF TIME.

THE KNELL OF TIME.

Heard you that knell? It was the knell of time!
And is Time dead? I thought Time never died.
I knew him old, 'tis true, and full of years;
And he was bald, except in front—but he
Was strong as Hercules. I saw him grasp
The oak; it fell—the tower; it crumbled—the stone,
The sculptured monument that mark the grave
Of fallen greatness, ceased their pompous strain
As Time came by. Yes, Time was very strong;
And I had thought too strong for death to grapple.
But I remember now his step was light.
And though he moved at rapid rate, or trod
On adamant, his tread was never heard.
And there was something ghostly in the thought,
That in the silence of the midnight hour
He trod my chamber, and I heard him not.
And I have held my breath, and listened close
To catch one footfall, as he glided by
But nought awoke the echo slumbering there.
And the thought struck me then that one whose step
Was so much like a spirit's tread: whose acts
Were all so noiseless like the world unseen,
Would soon be fit for other worlds than this,
St for high canyerse with imported minds. Would soon be fit for other worlds than this, Fit for high converse with immortal minds, Unfettered by the flesh, unchained to earth.

#### IMPORTANT STATISTICS OF EUROPEAN STATES.

In connexion with the ordinary amount of instruction afforded in school geographies in regard to the different kingdoms and states of Europe, the following statistical information, compiled from an elaborate table given in the Kolner Zeitung, a German publication,

will prove eminently useful to teachers.

The countries of Europe are burdened at this time with an aggregate national debt of £1,735,056,000 sterling, of which Great Britain owes nearly one-half; there is also in circulation in Europe no less than £189,214,278 in paper money, taken and held upon the credit of the property in the countries in which it is issued. Europe is therefore mortgaged to the amount of £1,924,270,278, constituting a debt of very nearly £7 2s due from every man, woman, or child which it contains, or, reckoning five to a family, of £35 10s. upon each head of a family. At the present there are no less than 2,773,833 men under arms in Europe. To pay the interest of this aggregated national debt; to support the large standing armies; to fit out and man and maintain 2,763 vessels of war; to support the dignity of courts; to meet the expenditures of princes; to provide for the dispensation of the laws, and the administration of justice, and for all the other purposes for which Governments are or should be instituted, a revenue of £232,000,000 is annually raised in Europe, constituting a tax for the support of Government of 17s. 2d upon every person living there. This smount may appear small when thus divided among the entire population of Europe; but, when the annexed table is looked at, it will be found that it bears very hard upon some of the principal countries.

State or Nation.	Debt in Prus- sian dollars.	Men in Army.	Vessels in fleet.	Guns.	Population
Great Britain and Ireland.	5,000,000,000	129,000	678	18,000	27,500,000
Spain		160,000	50	721	13,000,000
Austria	1,100,000,000	500,000		600	36,000,000
Russia	733,000,000	790,000		7,000	70,000,000
Holland	731,000,000	50,000		2,500	
Prussia			47	114	17,000,000
France	1,330,000,000	265,463	328	8,000	36,000,000
Belgium	165,000,000	90,000		36	5,000,000
Portugal	160,000,000	38,000	36	700	3,500,000
Papal States	120,000,000	19,000	5	24	3,200,000
Sardinia	120,000,000	38,000	60	900	4,250,000
Naples		48,000		464	8,500,000
Bavaria		57,000		•••••	5,000,000
Denmark		20,000		1,120	2,750,000
Saxony		25,000			2,000,000
Turkey	40,000,000	220,000		800	12,500,000
Hamburgh	34,000,000	1,800		•••••	170,000
Baden		18,000		•••••	1,500,000
Hanover		21,000		•••••	2,000,000
Wurtenburg		19,000 8,900	34		2,000,000
Greece		4,700		1	1,000,000 540,000
Tuscany		10,000		15	1,700,000
Frankfort					65,000
Brunswick	6,800,000	3,000			300,000
Duchy of Hesse	6,200,000	42,000			900,000
Electoral Hesse	6,000,000	11,000			800,000
Lubeck	6,000,000	490			50,000
Saxe Weimer		2,000			75,000
Schleswick, &c		,			650,000
Anhalt		700			d150,000
Bremen	3,000,000	500			80,000
Saxe Cobourg	2,566,000	1,200			160,000
Saxe Meiningen		2,400			260,000
Nassau		3,500			425,000
Parma	1,800,000	5,000			500,000
Anhalt		300			50,000
Saxe Altenburg		1,000			150,000
Norway		23,000			
Oldenburg		600			80,000
Hesse Homberg		350			25,000
Schwarzburg		540			60,000
Sweden	••••••	34,000		2,400	3,500,000
Modena	•••••	3,500			525,000
Lippe Detmold	<b>\ ••••••</b>	820 750			110,000
Reuss Waldeck	[ ······	750 520			130,000
Switzerland	************	6,500			2,500,000
San Marino					8.000
Dau Maisby	******	••••		•••••	, 0,000

a, including gub boats; 5, 175 vessels, 440 gun boats; c, war-hotting, 492,000; d, includes the three divisions of Anhalt.

The totals of the preceding columns sum up thus:	011 587 044 000
MICH IN GIMIA	A) 1 4 4,000
Vessels in fleet	2,76 <u>3</u> 44,105
Population	271,403,000



In addition to these, the Danubian Principalities, with a population of 1,750,000, maintain an army of 6,800 men, and pay an annual tribute of 3,000,000 piastres to Turkey. Servia, with a population of 1,000,000, maintain an army of 3,000, and pays an annual aribute of 2,000,000 piastres to Turkey. The debts of the various nations are expressed in Prussian dellars, whose current value is 3s. English. According to the above table, the national debt of Europe, divided among the inhabitants, makes each person indebted \$42.5 or £6 7s. 6d., or each head of a family about £30 in debt; whilst the standing armies of Europe makes one out of every twenty of the adult and able male population a soldier. There are, besides, the seamen requisite to man 2,763 vessels of war.

There is another very important view to be taken of this subject, and that is the amount which the labor and industry of the people and the resources of the countries of Europe are taxed, in consequence of the system which has been carried on, either through the ambition or the tyranny of their rulers, or the turbulence and irregularities of the people. The following brief table, comprehending some of the principal countries of Europe, will, in some degree present this view :-

Countries.	Revenue by taxation.	Proportion raised per head.			Proportion paid by each family.			
Great Britain	£50,000,000		166.		£8	18.	8d.	
France	67,000,000		17	6	9	8	6	
Austria	<b>\$100,000,000</b>	0	8	4	2	1	8	
Prussia	60,000,000	. 0	10	7	2	12	11	
Russia	110,000,000	0	4	8	1	. 3	4	
Holland	40,000,000	1	14	3	7	11	3	
Belgium	31,000,000	. 0	18	7	4	12	11	
Spain	80,000,000	0	.18	5 5	4	12	1	
Portugal	18,000,000	0	15	5	. 3	17	1	
Deamark	12,500,000	0	13	.7	3	7 ·	11	
Sweden	10,500,000	. 0	6	8	1	13	4	
Papal States	15.000,000	0	14	1	3	10	5	
-Naples	31,000,000	. 0	10	11	. 2	12	7	
Tuscany	18,000,000	1	11	.9	7	18	9	
Sardinia	22,000,000		15	6	3	17	6	
Turkey	17,000,000		4	ĺ	1	0	5.	
Switzerland	400,000		Õ	· 51	0	2	41	
San Marino	8,820	0	3	4	0	16	` 8 ¯	

### EXTRAORDINARY CHARACTERISTICS OF THE PRESENT WINTER.

The peculiar severity of the present winter, has been so remarkable on the North American continent, and also in some other countries, that we have taken pains to collect some interesting facts on the subject, illustrative of the actual degree of cold experienced in various places. Although the late cold cycle commenced on the 10th and 11th of January, and was succeeded by a comparatively warm one, yet the month of December, just past, was the coldest December but two in the last thirty-two years. The December of 1535 was colder, and that of 1837, colder still. The warmest December was in 1829, the next warmest in 1838, (as many in Canada will long remember), and the third in 1848.

During the month of December and January last, several violent storms and remarkable variations in the temperature have taken place in various places, remote from each other-all indicative of a simultaneous and sympathetic appearance of striking natural phenomena all over the surface of the globe. Halos, Mock Suns, Aurora Borealis, High and Low Tides, Hurricanes, and Tornados have almost universally preceded the late intense cold. The following is an authentic account of the most interesting of these occurrences :-

On the 8th of December last, a most awful visitation occurred at the island of Sicily, which was swept by two enormous waterspouts, accompanied by a terrific hurricane. Those who witnessed the phenomenon described the water-spouts as two immense spherical bodies of water reaching from the clouds, their cones nearly touching the earth, and as far as could be judged, at a quarter of a mile apart, travelling with immense velocity. They passed over the island near Marsala. In their progress, houses were unroofed, men and women, horses, cattle and sheep, were raised up, drawn into their vortex, and borns on to destruction. During their

passage, rain descended in cataracts, accompanied with hailstones of enormous size and masses of ice. Going over Castellamare near Stabia, it destroyed half the town, and washed two hundred of the inhabitants into the sea, who all perished. Upwards of five hundred persons have been destroyed by this terrible visitation, and an immense amount of property,—the country being laid waste for miles. The shipping in the harbor suffered severely, many vessels being destroyed and their crews drowned. After the occurrence, numbers of dead human bodies were picked up, all frightfully mutilated and swollen.

At Minden in Louisiana a tornado passed over part of Claiborne parish about the latter end of January. It uprooted trees, whirled away fences, and demolished several houses.

On the 8th and 9th of January the British Isles were visited by one of the most severe gales experienced there for many years. Liverpool, London, Glasgow, Belfast and Cork suffered most severely; a great many vessels and lives were lost. The storm was accompanied with violent rain, snow, hail and sleet. The powerful steamer Nimrod from Liverpeol to Cork was seventeen hours in sight of the Tusker light, the storm preventing her from making any headway. The wind was chiefly from the N. and S. E. In London the gale from the S. W. was so violent for two or three hours that the tide was not high enough to float several of the Thames steamers. The rain meanwhile descended in torrents. Under Waterloo bridge the ebb was so great that persons could easily walk across on the bed of the river.

The water level in Lake Superior has been observed to be higher this winter than has been for a long period. At the mouth of Ontonagon river it is sweeping over the marks of its ancient boundaries, and uprooting trees of 20 or 30 years growth. It will be interesting to note the passage of this flood from one-lake to the other, until it passes into the St. Lawrence?

At Quebec, the intense cold was preceded by a singular phenomena, which presented itself in the sky about mid-day, on the 9th of January. The sun was surrounded with a large halo, on the east and west borders of which, and directly opposite each other, were to be seen two smaller suns with each a long train of light extending outward through the sky. At the same time a brightly colored rainbow intersected that portion of the circle around the sun which extended through the zenith.

A most beautiful display of Aurora Borealis was visible in Bally Castle, North of Ireland, on the 20th of Dec. From a dusky cloud in the North East, there arose an immense column of electric fluid, which poured fourth its flashes across the zenith and disappeared in the opposite horizon. So quick were the flashes, the eye, at times, was unable to follow their transit. The phenomena might be compared to the tail of an immense comet. At Oquawka Illinais) on the 18th of January a brilliant phenomena was visible. In addition to the two mock suns, a magnificent luminous arch extended above the true orb, connecting the two others, whilst the faintest possible duplicate image of the whole could be traced outside of it. On the 19th inst., a magnificent Aurora borealis was visible at Toronto.

The greatest severity of cold was not experienced until about the 16th, the 19th, and particularly the 20th January, as the following carefully prepared table will shew :-

- At New Orleans, on the 13th, the frost burst a half inch water pipe. This
- occurrence is considered an extraordinary fact at New Orleans.

  At Boston, U. S., on the 16th, the thermometer was 4° below zero.

  At Sherbrooke, L. C., on the 16th, the thermometer was 32° below zero.

  At Fort Snelling, Minnesota, on the night of the 17th, the mercury froze
- solid at 40 degrees below zero.

  At Mobile, U.S., on the 18th, the thermometer fell in about 20 hours from
- 72° to 9°.

  At Montreal, L. C., on the 18th, the thermometer was 11° below zero. At Cayuga, U. C., on the 19th, the thermometer was 25° below zero. At Montreal, L. C., on the 19th, the thermometer was 10° below zero. At Guelph, U. C., on the 20th, the thermometer was 15° below zero. At Queenston, U. C., on the 20th, the thermometer was 16° below zero. At Montreal, L. C., on the 20th, the thermometer was from 14° to 25° below zero.
- below zero.

  At Quebec, L. C., on the 20th, the thermometer was 21° below zero.

  At Cincinnatti, U. S., on the 20th, the thermometer was 10° below zero.

<sup>\*</sup> The temperature indicated here appears moderate; but when it is recollected that at 3 o'clock on the afternoon of the 15th of January, the thermometer was 40° above zero, and at surfuse, next morning, it had fallen to 1' below: the cold must appear to have been much more intense than that actually indicated by the thermometer.



At New York, U. S., on the 20th, the thermometer was 10° below zero. At Lowell, U. S., on the 20th, the thermometer was 10° below zero. At Salem, U. S., on the 20th, the thermometer was 20° below zero. At Toronto, U. C., on the 20th, the thermometer was 10° below zero. At New Orleans, U. S., on the 20th, the thermometer was at 15 degrees.

At New York, on Tuesday, the 20th January, was the coldest day recorded, undoubtedly the coldest for 20 years. On the south side of Long Island, the Atlantic Ocean itself was frozen out as far as the eye could reach. The lowest temperature reached by the mercury in each year from 1840 to 1849, inclusive, ten years, was as follows:—

In 1840, lowest temperature, on January 17th, was 9 degrees. In 1841, lowest temperature, on January 24th, was 14 degrees. In 1842, lowest temperature, on February 18th, was 6 lowest temperature, on January 24th, was 16 degrees. In 1844, lowest temperature, on February 18th, was 11 lowest temperature, on February 27th, was 11 lowest temperature, on January 24th, was 12 degrees. In 1846, lowest temperature, on January 24th, was 18 degrees. In 1848, lowest temperature, on January 11th, was 8 degrees. In 1849, lowest temperature, on January 11th, was 44 degrees.

Lowest temperature, Tuesday morning, Jan. 20, by same thermometer, 3 above; being 1½ degrees lower than in either of the twelve preceding years. The following is the temperature of the three days, commencing on the 18th; and also, that of the three coldest days in January in 1850 and 1851; taken from the record kept by A. J. Delatour, No 25½, Wall Street:—

1852.								
	7				3			
January 18th		15		24		26		17
January 19th		12		20		23		20
January 20th	• ••••	3		13		11		8
	•		1851.					
January 19th		16		26		20		27
January 30th		14		18		18		15
January 31st		10		23		25		23
			1850.		_			
January 1st		17		21		23		16
January 6th		24		29				
January 28th	,	25		32		34		29

On most of the American Railroads the trains ceased running, owing to the immense drifts of snow. On the New York and Eric Railroad six engines were sent (on the 21st of January), from Dunkirk, to force a passage to Hornellsville, but could not get through. The snow between Dunkirk and Dayton, (Ohio), was from five to seven feet deep. In New Orleans, the snow was six inches deep—a most remarkable occurrence. At Matajorda, in Texas, the cold weather had killed large numbers of cattle; and in consequence of the excessive cold which has recently prevailed at Stockholm, in Sweden, a great number of dogs have been seized with madness. The Hamburg Borsenkalls says they ran about the streets and attacked several persons.

The following is a brief summary of the coldest winters which have been experienced during the last two centuries:—

In 1664 the cold was so intense that the Thames was covered with ice sixty-one inches thick. Almost all the birds perished.

In 1695 the cold was so excessive that the famishing wolves : entered Vienna and attacked beasts and even men. Many people in Germany were frozen to death in 1695, and 1696 was nearly as had.

In 1709 occurred that famous winter called by distinction, the cold winter. All the rivers and lakes were frozen, and even the sea for several miles from the shore. The ground was frozen nine feet deep. Birds and beasts were struck dead in the fields and men perished in their houses.

In the South of France, the wine plantations were almost destroyed, nor have they yet recovered that fatal disaster. The Adriatic Sea was frozen, and even the Mediterranean, about Genoa; and the citron and orange groves suffered extremely in the finest parts of Italy.

In 1716 the winter was so intense that people travelled across the straits from Copenhagen to the provinces of Sema in Sweden.

In 1726, in Scotland, multitudes of cattle and sheep were buried

in the snow.

In 1740 the winter was scarcely inferior to that of 1792. The enow lay ten feet deep in Spain and Portugal. The Zuyder Zee was frozen over, and thousands of people went over it. All the lakes in England were frozen.

In 1744 the winter was very cold. Snow fell in Portugal to the depth of twenty-three feet on a level.

In 1754 and 1755, the winters were very severe and cold. In England the strongest ale, exposed to the air in a glass, was covered with ice one-eighth of an inch thick.

In 1771, the Eibe was frozen to the bottom.

In 1776, the Danube bore ice five feet deep below Vienna. Vast numbers of the feathered and finny tribe perished.

The winters of 1774 and 1775 were uncommonly severs. The fattle Belt was frozen over.

From 1800 to 1812 also, the winters were remarkably cold, particularly the latter in Russia, which proved so disastrous to the French army.

In February 1817, the East River at New York, was so frozen across that persons passed over to Brooklyn on foot.

In January 1821, the East River was similarly frozen.

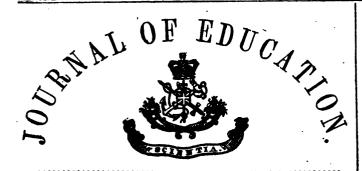
In January 1852, it was also frozen across.

### EFFECT OF SEVERE FROST AT THE NIAGARA FALLS

Empires are said to crumble away. A little more than a year since that portion of Her Majesty's Dominions at Niagara Falls, represented by Table Rock, gave us a specimen of this crumbling, and last week, Brother Jonathan, who never permits himself to be beaten, gave us an exhibition of the same kind, with an improvement. On Sunday afternoon last, a portion of the precipice, near the Tower, on the south side of Goat Island, fell with a mighty crash. This portion extended from the edge of the Island toward the Tower, being about 125 ft. long, and about 60 feet wide, of a somewhat elliptical shape, and reaching from the top to near the bottom of the fall. The next day, another triangular piece, with a base of about 40 feet, broke off just below the tower. But the next great performance was the most remarkable. Between the two portions that had previously fallen, stood a rectangular projection, about 80 feet long, and 15 feet wide, extending from top to bottom of the precipics. This immense mass became loosened from the main body of rock, and settled perpendicularly about eight feet where it now stands, an enormous column two hundred feet high, by the dimensions named above. It is most probable that this column will also fall when the weather becomes warmer. The severity of the winter, and the long continuance of the intense cold, have produced these results. They are splendid exhibitions of the slow, persevering, resistless power of the venerable, white-haired Mr. John Frost. By his freezing process he disengaged these great masses of rock from the kindred stratum, then held them in his cold hand until the genial south wind induced him to relax his hold, and they were precipitated into the chasm below.--Niagara Falls Paper.

ACTUAL EXTENT OF THE BRITISH METROPOLIS .- Its present area, according to the census returns, is 44,850 square acres. or about 70 square miles. Upon it are erected \$24,611 houses, of which 16,889 are uninhabited; and on the 31st of March, of the year 1851, there were 4,817 houses in the course of erection. In 307,722 houses there resided 2,361,640 people, or at the rate of 77 persons per house, and the estimated value of property rated for the relief of the poor is about £9,000,000. To have a better idea of the magnitude of the metropolis, compare it with other places or countries. The population of the whole of Ireland, by the last census, was 6,515,794; Scotland had 2,870,784 inhabitants; and Wales, 1,188,821. The great manufacturing counties of Lancashire and Yorkshire contained a population respectively of 2,059,029 and 1,785,680. So that the metropolis contains within its boundaries a population more than one-third as great as that of all Ireland, four-fifths as great as all Scotland, twice as great as all Wales, one-seventh more than Lancashire, and one-fourth more than the entire county of Yorkshire. By the income-tax returns, it appears that the assessed rental of the metropolis amounts to the enormous sum of £12,186,508; but any attempt to estimate the wealth of the metropolis would be useless, and there are no sufficient data whereby to judge. If, however, any one will look at the shipping in the Thames, the immense range of warehouses, the enormous capital of our different insurance companies, the £17,-000,000 of builion in the Bank, the almost incalculable amount of merchandise, the income derived by our several gas and water companies, the number and magnitude of our charitable and benevolent institutions, some faint idea of the wealth of the richest city in the world may be formed, but not realised.





### TORONTO, FEBRUARY, 1852.

## ORIGIN OF THE PRINCIPLE OF FREE SCHOOLS IN THE CANADIAN SYSTEM.

We observe that the question of free schools is engaging more than an ordinary degree of attention on the part of the public Press, but that an erroneous impression exists in the minds of several writers as to the origin of the principle of free schools in our Canadian system. It is assumed to be of recent date, and peculiar to the provisions of the present School Act; and its introduction has been greeted in one or two instances by the cry of "Socialism," and "Communism"—words which, in this instance are but the symbols of selfishness and egotism. In no countries is private property held more sacred, and more effectually protected than in the countries of free schools,—Prussia, Switzerland and the New England States of America. Socialist newspapers do not exist in any free school state of America; they only exist in states where the system of free schools has not yet formed and developed the popular mind.

But it is a great mistake to suppose that the principle of free schools was first introduced into the present Common School Act in 1850, or that it was first advocated by any Canadian statesman who can be suspected of "socialism" or "democracy." It may be satisfactory to all parties if we state the successive steps by which this great principle has become thus far incorporated into our school system.

We may then observe, that with the first communication the Chief Superintendent of Schools made to the Government after his return from his visit to the United States and Europe in 1844-5, he submitted a draft of a School Bill, providing for the introduction of the principle of free schools. That communication was dated the 3rd of March, 1846. The 5th clause of the 27th Section of that draft of Bill, authorised the Trustees to provide for the support of their school either by voluntary subscription or by rate-bill; and the 6th clause of the same Section defined the manner of levying the rate-bills as follows :-- " To fix the rate-bill per quarter, and cause it to be made on all the inhabitants of such school section scording to the valuation of property, as expressed in the Assessor or Collector's Roll, who shall allow any one of the Trustees, or their authorised Collector of such school section in his Township, Town, or City, to make a copy of such Roll as far as it relates to such school section respectively."

The foregoing provision was accompanied by the following explanatory and argumentative remarks:—

"The next important change which I propose is, that the Rate Bill imposed by the Trustees of each School Section, shall be levied upon the inhabitants of each Section, generally, according to property. It is the inhabitants generally who elect the Trustees; it is for the inhabitants generally that the grant is made; and the same principle, I think, ought to be acted upon throughout the system—all having a right to avail themselves of the School.

"I need not say how just and patriotic is this principle: how important it is for the poor, and especially those (as is often the case) who have large families; how much it would lighten the burthen of supporting the schools; how greatly it would increase the attendance of pupils, and, consequently, the blessings of education, and how strictly then would our Schools be public schools. I may observe, that this system obtains in the States of New England, where there are the best common schools in the United States. It is also the Prussian and Swiss system.

"On the other hand, the evils of the present system of School Rate Bill have been brought under my notice from the most populous Townships, and by the most experienced educationists in Canada. When it is apprehended that the Rate-bill will be high, many will not send their children to the school at all; then there is no school, or else a few give enough to pay the Teacher three months, including the Government part; or even after the school is commenced, if it be found that the school is not so large as had been anticipated, and that those who send will consequently be required to pay more than they had expected, parents will begin to take their children from School, in order to escape the Rate-bill, as persons would flee from a falling house. The consequence is, that the school is either broken up, or the whole burthen of paying the Teacher falls upon the Trustees, and often a quarrel ensues between them and the Teacher. I have been assured, by the most experienced and judicious men, that it impossible to have good schools under the present system of Rate-bill. I think the substitute I propose will remedy the evil. I know of none who will object to it but the rich, and the childless, and the selfish. Education is a public good; ignorance is a public evil. What affects the public outperment, and in every good system, the interests of the whole society are obligatory upon each individual composing it. In every good government, and in every good system, the interests of the whole society are obligatory upon each member of it."

The important clause of the Bill thus recommended, was approved by the conservative administration to which it was submitted, and strongly advocated by Mr. Attorney General (now Judge) DRAPER, but was opposed and lost in the Legislative Assembly by a majority of 4 or 5. It was the poor man's clause, and the clause of the enlightened patriot; and the loss of it inflicted great injury upon the common schools, besides involving Trustees in great perplexities and embarrassments. But the principle thus first submitted to the consideration of the Government and Legislature in 1846, was again submitted on the 27th of March, 1847, in the Draft of a School Bill for Cities and Towns, and to the School Act of the year previous, so far as to authorise Municipal Councils, on the application of Trustees, to provide for the entire support of a School Rate upon property. The draft of Bill containing these provisions was first submitted to the Hon. H. Sherwood, the Attorney General, and the Hon. J. H. CAMERON, the Solicitor General, and the principle of the provisions referred to carefully explained. These gentlemen both pronounced the principle just and patriotic; the Bill was introduced into the Legislative Assembly by the Hon. J. H. CAMERON, and passed without opposition. The two sections of the Bill containing the provision for free schools, were accompanied by the following remarks—remarks as applicable to the general questions of free schools now as they were in March, 1847:-

"The Ninth and Tenth Sections embody an important principle which lies at the very foundation of a sound system of public instruction, and which is essential to the universal education of any country—it is the principle of school Rate-bill, as well as school Assessment, according to pre perty, both in town and country. In my communication of the 3rd of March last, I dwelt at some length on the importance of this principle, and referred to the testimonies of experienced educationists in different parts of Upper Canada as to the impossibility of ever having good Schools, much less rendering them accessible to all the youth of the land, under the past and present system of school Rate-bill-a system which has never been admitted in the State of Massachusetts, where common cchool education is nearly, if not quite, universal among the poorest classes of the community. The principle embodied in the ninth and tenth sections of the accompanying draft of bill was embodied in the criginal draft of the common school Act was sanctioned by the late Governor General in Council, and was advocated in the House of Assembly by the Honoursble Attorney-General Draper; but the proposition being new, and being apparently misuaderstood by some, and coming in contact with wealthy selfishness, was lost by a small majority. But since the last Session of the Legislature, several District Councils have expressed themselves in favour of this principle, and the subject has repeatedly been brought before me by Trustees. The principle of a shool-retained of a specific property is recognized and acted upon in respects to Assessments imposed by each District Counil for the raising of a moiety of the school fund, and for the erection of School Houses; but in

<sup>\*</sup> Journal of Education for February, 1e48, pp. 42, 43.

the practical part of the school system, where the operation of the principle that is done by the Distric is most important, it does not obtain. All is most important, it does not obtain. All that is done by the District Councils will answer no practical purpose, if the Trustees do not furnish and keep the school house comfortable, and employ a proper teacher, and provide for the payment of his salary. This the trustees cannot do, as general rule, as long as they are thrown upon chance and caprice and selfishness for the resources necessary to fulfil and satisfy their engagements.

"The circumstances of trustees, as the law now stands, are as follows:

They can seldom engage a competent teacher without agreeing to now

The circumstances of trustees, as the law now stands, are as follows:

They can seldom engage a competent teacher without agreeing to pay
him a stipulated salary, and generally by the year. Very few good teachers
will agree to depend upon the chance fees of tuition arising from the chance
attendance of pupils, for the principal or a large part of their salaries. But
upon such chances either the teacher must depend for the chief part of his
means of his support, or the trustees must depend for the chief part of the
means necessary to enable them to pay the teacher and support the school;
for they have no received but reduntary subscription or retarbill more the for they have no resource but voluntary subscription or rate-bill upon the parents who may please and only as they may please—to send their children to the school. Thus trustees, in order to establish and maintain a good school, must agree to pay a stipulated sum per quarter, or per year;

a good school, must agree to pay a stipulated sum per quarter, or per year; but they have no certain resources beyond their own private means to rely upon to enable them to pay the sum stipulated.

"That the resources arising from the imposition of rate-bills upon parents voluntarily sending their children to the school are insufficient, and that this system is detrimental to the interests of the schools and of the youth of the community, will be obvious from the following considerations, which have been repeatedly brought before me as facts in the form of complaints and applications for counsel and advice:—When it is known that a considerable sum will be required to repair the school house and make it comfortable, parents in many instances, desist from sending their children

considerable sum will be required to repair the school house and make it comfortable, parents in many instances, desist from sending their children until after the completion of the repairs, so as to avoid being rated for the payment of them. One of the evils attending such a proceeding is that the children of such parents are deprived of a quarter's instruction in the school. Another evil is, that the refusal of some parents to bear a part of the expenses of repairing and furnishing the school house imposes a heavier burden upon those who do send to the school, and sometimes prevents so many others, that the trustees are compelled either to leave the house unrepaired, and continue to occupy it when utterly unfit for use or resort to voluntary subscription to get means to make the most needful of such repairs. To avoid these inconveniencies and evils, trustees have, in numerous instances applied to their District Council to exercise the powers conferred upon it by the Common School Act, to impose an Assessment upon their sections for school-house repairs and furniture; and I have advised them to do so. This however, is an exceedingly inconvenient and round about proceeding to obtain the application of the principle which is embodied in the ninth and tenth sections of the annexed draft of Bill.

"But another consideration, evincing the evil of the present system of

and round about proceeding to obtain the application of the principle which is embodied in the ninth and tenth sections of the annexed draft of Bill.

"But another consideration, evincing the evil of the present system of school rate-bill is, its pernicious influence upon the school after its establishment. It involves a present pecuiary inducemedt to every parent to keep his children from the school. Many parents in narrow circumstances are influenced by this motive, and desist from educating their children; indeed I have been informed of numerous instances of poor men with large families being compelled to do so. Again, many parents possessing ample means to educate their children are indifferent in respect to it. Not having had the advantages of early education themselves, they think their children can do as they have done. A slight pecuniary inducement will, therefore, prevent them from sending their children to the school. These same considerations will also induce many parents to withdraw their children from the school, on slight grounds of offence or inconvenience. The withdrawment of every pupil from the school involves the necessity of imposing an additional amount of rate bills upon those who continue to send their children to the school, and furnishes, therefore, an additional inducement to them to remove their children also. And towards the close of the year or term of the teacher's engagement, if it be found or apprehended that the rate bill must be increased in order to pay his salary, many parents remove their children from the School. Others take the alarm; and I have been informed of instances in which the school has been nearly abandoned, and the trustees have been involved in the most painful embarasament. Then the trustees, perhaps, blame the Teacher for this diminution in the attendance at the School, and refuse to pay him his stipulated wages: I have been appealed to on several occassions to settle disputes arising out of such circumstances. To anticipate and prevent these difficulties, as

"Of the effect of this uspatriotic system upon the aggregate attendance of children at our common schools, some opinion may be formed from the fact, that the average number of children taught in them is rather more than fifty per cent. less than is a neighbouring State, where the principle of rate-bill according to property—instead of according to attendance—obtains. To leave children uneducated is to train up thieves and incendiaries and nurderers; and it is the interest and duty of both the Government and every honest member of the community, to aid in the prevention, as well as punishment, of crimes and their kindred vices. For the Government, or Province, with resources at its command, to refuse or neglect to afford means of subsistence to starving and famishing multitudes, would be justly recorded as a public crime and disgrace. But, is it a less crime, and a lighter disgrace, to subject by neglect hundreds and thousands to intellectual starvation and the pestilence of crime and misery which follow in its train? Yet, at the present time, more than one-half of the children of Upper Curada, of school age, are not in attendance at any school! But place the poor man on a level with the rich man in the divinely ordained means of such instruction for his children as will qualify and dispose them for their daties in the social system; let the poor man feel that by paying his penny of school assessment, his children have as good a right to the "Of the effect of this unpatriotic system upon the aggregate attendance

school as those of his wealthy neighbour who pays his thirty shillings, and how many will be seen crowding to the school of knowledge and virtue from that very class of the community from which our gools and prisons are now filled. Compel the untutored and misguided parent to pay his quota for the actual operations of the school, and a door of instruction will quota for the actual operations of the school, and a door of instruction will be opened to his children which, otherwise, parental ignorance and selfashness would shut against them; and their natural rights and best interests will thus be protected and secured during the period of their childhood and helplessness, and they will not grow up barbarians and nuisances in the community. Require every man to pay for a necessary common school education according to the property which he has acquired and enjoys in the country, and you lighten the burthen of supporting the common schools from those parents who are educating their families; you remove the strongest temptation to keeping children from the school, and furnish every parent with an additional and direct inducement to send his children to the School; you remove all contention between parents and trustees and Teachers, on account of the present system of rate-bills and subscriptions School; you remove all contention between parents and trustees and Teachers, on account of the present system of rate-bills and subscriptions according to attendance; you relieve trustees of the most perplexing part of their duties, and place both them and the teacher in a position mora agreeable and more efficient in regard to the character and interests of the School; you provide means for obtaining better and more regular salaries for school teachers, and at less expense to each of the parents now sending children to the common school, and thus insure a better class of teachers; you open the school house door to every child in the land, and thus law the foundation for a virtuous intelligent and preserves communications. thus lay the foundation for a virtuous, intelligent, and prosperous commu-

thus lay the foundation for a virtuous, intenigent, and prosperous committies.

"Such are the objects contemplated by the Ninth and Tenth Sections of the accompanying draft of Bill; and, should they become law, I most truly believe that they will produce a greater improvement in the common Schools and in the diffusion of common school education than any educational enactment which has yet taken place in this Province. In connexion with the influence of our divine Christianity, I can conceive of no greater blessing to coming generations of Canada than the incorporation into our school law of the principle which I here advocate, and which is thus summarily expressed by the Massachusetts Board of Education in their Annual Report for 1845: "The cardinal principle, which lies at the foundation of our educational system is, that all the children of the State shall be educated by the State, As our Government was founded upon the virtue and intelligence of the people, it was rightly concluded by its framers, that, without a wise educational system the Government itself could not stand; and in ordaining that the expenses of educating the people its framers, that, without a wise educational system the Government itself could not stand; and in ordaining that the expenses of educating the people should be defrayed by the people at large, without reference to the particular benefit of individuals, it was considered that those, who, perhaps, without any children of their own, nevertheless would still be compelled to pay a large tax, would receive an ample equivalent in the protection of their persons and in the security of their property."

It was thus in 1847 that the principle of free schools was recognized in the School Law of Upper Canada. So strongly did the Hon. H. Sherwood (then Attorney-General) view the question, that the clause in the original draft of the City and Town School Amendment Bill authorizing the Board of 'Trutees in each city and town to impose a rate bill on parents sending children to School, was, at his suggestion, struck out, and the whole amount required for the support of schools to be raised by Municipal assessment on property. The only school rate-bills therefore paid in cities and towns from 1847 to 1850, were voluntary, and not authorised by law, but by special subscription. But as the members of the Board of Trustees in each city and town were appointed by the Council, and net elected by the inhabitants,—forming merely a Committee of the Council for educational purposes, the Council—(elected for other purposes) approving or disapproving of all school estimates and expenditures, there was not sufficient responsibility on the part of either the Board of Trustees or Council to secure proper attention to, and efficiency in the management and interest of schools. It was an important step in advance upon the old city and town system; and in some towns (such as the Town of London) where the Munipal Council took a deep interest in the subject, the progress was conspicuous beyond all precedent. In the Counties some forty or fifty schools were made free in various parts of the Province; but it was obvious that it was too great a burden upon Trustees to require them to go to the County Council, and often encounter much opposition and disappointment, to get a free school; and there was too much disunion of authority and responsibility, and too little direct responsibility to public, in cities and towns, to render the Common Schools efficient, and to establish a gradation of them adapted to the several ages, attainments, and educational wants of the different classes of pupils. To remedy these defects, in some measure, the present School Act, passed in 1850, provides for the election of Trustees in cities, towns, and incorporated villages, by the taxable

\* Journal of Education for January 1948, pp. 12-15.

inhabitants, and makes the Trustees thus elected the municipal authority of each city, town and incorporated village for all school purposes. The Act also invests each school section with power to provide for the support of its own school in its own way, without any application to any Municipal Council whatever.

Such are the provisions of the present School Act in regard to free schools; the chief defect of which is, not giving Trustees of school sections the same authority to decide upon the manner of supporting their schools as is given to Trustees in cities, towns, and incorporated villages—the electors deciding upon the kind of schools they desire by the men they elect as their Trustee Representatives, but investing the Representatives of school sections with the same discretionary authority to act in the school matters for which they are elected, as is possessed by members of Municipal Councils and of the Provincial Legislature in regard to the objects for which they are elected.

Two remarks may be made in regard to the foregoing statements and references. The one is, that the principle of free schools is not peculiar to the present School Act or to any one political party in Upper Canada; but it has been introduced into two successive school acts and sanctioned by two successive administrations of government of different parties. The other remark is, that in neither Act of the Legislature has it been proposed to compel any school section or municipality to provide for the support of its school or schools in any particular manner, but simply to give the electors in each school division the power of local self-government in the matter.

In the recent discussion of the question, we have seen no answer to the arguments by which the free school provisions of the law were first submitted to the government and Legislature.

## OFFICIAL ANSWERS TO QUESTIONS PROPOSED BY LOCAL SCHOOL AUTHORITIES.

Since the commencement of the last month, nearly five hundred letters have been received at the Upper Canada Education Office, at Toronto; and most of these letters involve legal questions. To lessen the increasingly onerous correspondence of the Department, and to consult the convenience of many parties, we have thought it advisable to select and insert in this and the following numbers of the Journal of Education, a score or two of the hundreds of answers which have been given by the Chief Superintendent to letters of local school authorities involving questions and proceedings under the school law. We will number them for convenient reference by parties concerned.

#### NUMBER 1.

A Townreeve inquires as to whether a Township Council can alter the boundaries of school sections without the actual consent of the majority of the inhabitants of the several school sections concerned,—remarking that if such were the case, no alterations would ever be made, however necessary, as a majority of one or other of the Sections concerned would always be opposed to such alteration. He also wishes to know whether trustees can levy and collect a rate, after the adoption by the majority of a school meeting of a resolution against "all taxation," in order to prevent the trustees from keeping open a school longer than the public school fund would defray the expenses of it. The following is the answer to his questions:

"The object of the 4th clause of the 15th Section of the Act was not to deprive a Township Council of the power of altering the boundaries of any school section without the consent of the majority of such school section; the object of the Act was to prevent changes from being clandestinely made in the boundaries of school sections, without giving all parties concerned notice of any alteration or alterations proposed, that they might have an opportunity of putting the Council in possession of all they might wish to say for or against such alterations. But after all parties have thus had an opportunity of a fair hearing, the Township Council has authority to make any alterations in the boundaries of School Sections it may judge expedient, provided such alterations take effect only at the close or on the 25th December of each year, so as not to derange the calculations or proceedings of the Trustees in the course of the year. The only case in which the formal consent of the majority of the inhabitants of School Sections is requisite in order to an alteration in their boundaries, is in uniting two or more Sections into one.

"2. In reply to your second question, I remark that the last part of the resolution of the School Section meeting which you enclose, containing the words "and no taxation," is null and void, and of no more effect than if it had not been adopted; as the last part of the 7th clause of the 12th Section of the School Act expressly authorises the Trustees to levy any additional rate they may think necessary to pay the balance of the school expenses; and this rate, as the Attorney General has decided, cannot be merely on parents sending children to the school, but must be on all the ratable property of the School Section. I refer to what I have said on the powers of Trustees, &c. in the Journal of Education for October, 1851, p. 162, and for December, p. 183."

#### NOWER 2.

A majority of a School Section meeting, adopted a resolution in favour of supporting their School by taxing every man in the Section according to the number of his children between the ages of 5 and 16 years; a local Superintendent inquires if such a tax is lawful. The following is the answer returned:

"It is contrary to law to levy a rate on children of school age without regard to their attending the School; or, in other words, to tax a man according to the number of his children between 5 and 16 years of age. The School Act authorises three modes of providing for the expenses of the school—namely, voluntary subscription, rate bill on parents sending children to the school, and rate on property; and if the sum authorized by either of these modes of supporting the "School be insufficient to defray all the expenses incurred by the Trustees, they then have authority, by the latter part of the 7th clause of the 12th Section, to levy any additional rate on the property of the whole Section, (not, as the Law Officer of the Crown has decided,—merely on parents sending children to the school) to provide for the payment of such expenses. I refer you to what I have said on this subject in the Journal of Education for December, p. 183, also in the number for October, p. 152."

#### Number 3.

A local Superintendent proposes eight questions, the import of which may be inferred from the following answers to them:

"1. If the Trustees of a School Section do not keep open their school, though abundantly able to do so, the constituencies that elected such persons as Trustees must suffer the consequences of their conduct, like the constituencies of an unfaithful member of Parliament or of a Municipal Council.

"2. The 4th clause of the 18th Section of the Act states the way, and the only way, in which School Sections can be divided

and their school house property be disposed of.

"3. The electors who neglect to attend the annual school meeting of their Section, have no just reason to complain of any decisions of such meeting, any more than electors who neglect to vote at the election of a Councillor or Member of the Legislature, have just reason to complain of the result of such election. But by the 12th clause of the 12th section of the Act, Trustees, if they think proper, can call a special meeting for any school purpose whatever.

"4. & 5. All that an annual school meeting has power to do, is enumerated in the several clauses of the 6th Section of the Act. All else that an annual school meeting may resolve to do, is null and void, as if it had not been done. The Trustees alone, and not any public meeting, have the right to decide what Teacher shall be employed, how much shall be paid him what apparatus shall be purchased, what repairs, &c. shall be made, how long the school shall be kept open; in short every thing that they may think expedient for the interest of the school. See clauses 4 and 5 of the 12th Section. No special school meeting called by the Trustees (and no body else has the right of calling a special school meeting) has a right to decide or discuss any other matter or matters than such as are specified in the notice of the Trustees calling such meeting, as provided in the 12th clause of the 12th Section.

"6. Each Union School Section is to be regarded as a Section of the Township within the limits of which its school bouse is situated, and to receive its apportionment from such Township only. The only exception is, where the children of school age in any such Section were reported for 1850 partly to the local Superintendent of one Township and partly to the Superintendent of

another. In any such case, the apportionment was made by this Department to each such Township accordingly; but in all cases where the children in Union School Sections were reported for 1850 to the Superintendent of one Township only, the apportionment for 1851 must be made by the Superintendent of such Township including both parts of the School Fund. This year and in time to come, there will be no exception to the general rule.

"7. The father of whom you speak had no right to vote at the school meeting to which you refer. If he had rested the house of his son, and occupied it, he and his son would have both had a right to vote—the one as householder, the other as freeholder. But the father was neither; he was only an inmate in his son's house."

#### NUMBER 4.

Some persons in a School Section objected to paying their School rate because the Trustees included in it the sum necessary to pay for certain school apparatus, though a public meeting had voted in favour of purchasing it. The Trustees inquire if they can enforce the payment of the rate. The following is the answer to their inquiry:

"You have ample authority to include the expense of your School Apparatus and all other expenses of your School in the rate on property which you propose to assess; nor was it necessary for you to call a meeting in regard to the purchase of the apparatus, as the 4th and 5th clauses of the 12th Section of the Act leave all such matters to the discretion of the Trustees, as the representatives of their School Section.".

#### NUMBER 5.

Several persons in a School Section refused to pay the School rate levied by the Trustees, because they had not called a meeting to get its sanction as to the amount of the Teacher's salary and other expenses incurred in support of their School. The Trustees ask whether they had proceeded according to law. The following is the answer to their inquiry:

"The majority of the Trustees of any School Section have the right to decide what expenses they will incur for School Apparatus, salaries of Teachers and all other expenses of their School, as you will see by referring to the 4th and 5th clauses of the 12th Section of the School Act. The Trustees are not required to refer to any public meeting whatever as to the nature or amount of any expenses they may judge it expedient to raise to promote the interests of the School under their charge; they have only to leave to the decision of a public meeting the manner in which such expenses shall be paid, and then if such meeting does not provide adequate means to defray the expenses incurred, the Trustees have authority by the latter part of the 7th clause of the 12th Section of the Act to provide for the balance of such expenses by assessing the property of their Section."

#### (TO BE CONTINUED.)

#### OFFICIAL CIRCULAR TO CERTAIN LOCAL SUPERIN-TENDENTS-REMARKS AND SUGGESTIONS.

Sir,-I have the honour to acknowledge the receipt of your Report of the Schools under your superintendence for 1851; but it is so defective, that I herewith return it to you with its inaccuracies noted in pencil, that you may prepare it on the accompanying blank sheets, according to the provisions of the Act and the instructions authorized by it, as you alone have or can procure the data by which the defects can be supplied, and as I am resolved to spare no pains to make my annual statistical returns trustworthy.

There can be no reasonable excuse on the part of any local · Superintendent for transmitting to this Department a defective report, as he has the means, and as I have provided him with every convenience and facility in my power, to secure correct and full returns from Trustees, and prepare his own report with accuracy and completeness. The local Superintendent is not authorised to pay the last instalment of the Annual School Fund to any School Section until he receives a satisfactory report from such section for the previous year: and I, instead of merely complying with the requirements of the law to prepare forms according to which local Superintendents and Trustees may prepare their reports, have actually furnished them with blank reports themselves, and plain directions printed on them for filling them up in every particular. The local

reports, therefore, cannot be defective except from negligence or indifference. In all cases where I fail to obtain local reports fully and accurately prepared, I have resolved to forward copies of the correspondence and statement of the circumstances to the Clerks of County Councils within whose jurisdiction such omissions have occurred, that such Councils may provide against their recurrence.

I have the honor to be, Sir, Your obedient Servant,

E. RYERSON.

EDUCATION OFFICE, Toronto, 9th Feb., 1852.

up the blanks on the back of sheet C.

In connexion with the foregoing Circular, we would direct the special attention of local Superintendents to the following explanatory remarks, on the more important headings of their Annual School Reports. We regret that inattention on the part of local Superintendents to the very plain directions, printed at the foot of their own and the Trustees' Blank Reports, has in so many instances compelled the Chief Superintendent to return several local Superintendent's Reports for correction and explanation. We hope that those Superintendents who have not yet transmitted their Annual Reports to the Education Office, will spare no pains or trouble to make their returns as accurate and complete as possible, so as to obviate the necessity of incurring additional labour and expense of postage in returning them for correction. The Reports should be transmitted in as light an envelope as possible, and without filling

#### EXPLANATORY REMARKS AND SUGGESTIONS FOR THE GUIDANCE OF LOCAL SUPERINTENDENTS IN COMPILING THEIR ANGUAL REPORTS.

(The following remarks would, under other circumstances, have been unneces minute; but having invariably observed inattention to, or misapprehension of, parts of the Annual Report, by some local Superintendents, we have thought it advisable to be thus particular.] I. SCHOOL MONEYS.

1. School Moreys.

1. Moneys available for Teacher's salaries consist of (1) the Legislative School Grant, (2) Municipal Assessment, (3) School Section Assessment, Rate Bill or Subscription, and (4) amount received from other sources: such as grants from balances appropriated under the authority of the 5th clause of the 35th section of the School Act, or special grants made by Municipal Councils, in accordance with the 1st clause of the 27th section, &c. All these sums, whether actually collected or in the course of collection for the payment of the Teacher's Salary, should be reported in full, in order to complete the financial report for the year.

2. Amount paid Teachers. Under this head should be given the amounts paid or which should have been paid to Teachers for the year ending at the date of the Trustees' Report.

3. Balances unappropriated consist solely of moneys apportioned during

3. Balances unappropriated consist solely of moneys apportioned during the year, but which have been forfeited by reason of non-compliance with

- the year, but which have been forfeited by reason of non-compliance with the provisions of the school law; and any sums which may have been raised over and above the amount required to pay the Teachers' salaries.

  4. As the sum total of the moneys enumerated above (No 1) constitutes the funds available for the payment of Teachers' salaries, the amount actually paid or to be paid Teachers, and the balance unappropriated (if any) should exactly agree with that sum total. The annual salary of Teachers should be equal to the amount paid them, as compared with the time during which the Schools have been kept open during the year. All moneys apportioned, whether paid or not, should be reported in the column for total amount received. amount received.
  - II. SCHOOL POPULATION AND PUPPLS.

- II. School Population and Purels.

  5. Whenever the number of pupils attending a School exceeds the number of children of the legal school age, resident in a School Section, the excess—arising from the admission of pupils from other sections, or of pupils over 16 years of age—should be noted and explained.

  6. The number of pupils between the ages of 5 and 16 years, the indigent or non-paying pupils (if arry) and those over 16 years, should be equal to the total number of pupils on the roll—distinguishing the sexes.

  7. The average attendance of pupils is one of the most important items of information in the report, both to the Superintendent himself and to this Department, and should be correctly ascertained and stated. The average attendance of boys and girls should make up the total of the average attendance of pupils,—in Summer or in Winter; and, as matter of course, should be less than the total number of pupils on the roll. [For mode of determining the average attendance at a School, see Journal of Educations for June, 1851, page 88.]

  8. In reporting the number of pupils in the various branches of study,
- In reporting the number of pupils in the various branches of study, the highest number, at any one time during the year, in each branch should be given.
- III. BOOKS USED IN THE SCHOOL. 9. The information sought under this head must be compiled from the Trustees' reports and the local Superintendent's notes, taken during his visitations, and should be as accurate as possible. [See xivth section of the School Act.]
- IV. Modes of Instruction. 10. The local Superintendent will find an explanation of the different modes of instruction on page 9 of the Chief Superintendent's Annual Report for 1849.



#### V. Teachers and their Salaries.

V. TRACHERS AND THEIR SALARIES.

11. Certificates of qualification being divided into three classes, and the local Superintendent being a member of the Board authorised to grant such certificates, no difficulty need be experienced in accurately filling up the several columns under this head.

12. The annual salaries of Teachers can be correctly estimated by comparing the amount paid or to be paid Teachers, with the number of months during which the School has been kept open in each Section, or from the direct report of the Trustees who employ them.

#### VI. CHARACTER AND DESCRIPTIONS OF SCHOOLS.

13. The classification of the Schools rests with the local Superintendent, who will be guided in his judgment by the class of the certificate held by the Teacher, and by the results of his own observation at the Quarterly Examinations, Visitations, &c. The programme for the examination and classification of Teachers, adopted by the Council of Public Instruction, will form a proper standard in this case.

14. Separate or denominational Schools should be accurately reported, distinguishing the adjacency signs of the property of the p

distinguishing the religious faith of either kind.

15. Free Schools should be correctly reported under their appropriate

head on sheet C.

16. Union School Sections should be invariably reported in the Township in which the school-house is situated, and in no other.

17. Local Superintendents should report all School Sections which may a School either for six months or for a shorter period. have kept open a School either for six months or for a shorter period. The School Law and instructions will, however, be their guide in apportioning and paying the School Fund to such Sections the ensuing year.

#### VII. KIND AND CONDITION OF SCHOOL HOUSES.

18. All the items under this head can be compiled from the Trustees' Reports, or probably, with more exactness from the memorandum taken by the local Superintendent at his quarferly visitation. Great inaccuracy has characterized these returns heretofore. It is important that the information here sought should be correctly reported, in order to ascertain the nature and extent of the defective character; of our School accommodation. A knowledge of an evil is the first step towards it reproports. knowledge of an evil is the first step towards its removal.

#### VIII. OTHER INFORMATION.

19. The exact character of the other items of information sought for in the report is so apparent, that local Superintendents can experience no difficulty in reporting them accurately. "School Visits," "Apparatus," and "Miscellaneous," are the most important heads.

#### A PHILADELPHIA POETESS CONFOUNDED WITH THE AUTHOR OF "PARADISE LOST."

We have pleasure in inserting the following communication, in justice to the fair author of "Milton's Prayer of Patience," and as a curious incident in the history of literature. We have not the Oxford Edition of Milton's Works referred to, and cannot, therefore, say whether the verses in question are contained in that edition or

#### To the Editor of the Journal of Education for Upper Canada.

DEAR SIR,-In the December number of the Journal of Education you have published a piece of poetry entitled "Lines by Milton in his Old Age," and stated that they were published "in the recent Oxford Edition of Milton's Works."

These beautiful lines have been attributed to Milton by many American journals, and to my knowledge by one English Journal at least; and may have appeared in a recent Oxford edition of Milton's Works, although I cannot find on examining recent catalogues of English publications that such an edition of Milton's Works has been published.

My object in addressing this communication to you is to put you right as to the authorship of this piece, which was written by Miss Elizabeth Lloyd, a native and resident of this city. It appeared originally in the "Friends' Review" for 1st month (January) 1st, 1848, (which number I send you herewith); the title being "Milton's Prayer on Patience."

In a subsequent number of the Journal referred to, for 11th month (November) 11th, 1848, (which I also send you) a correspondent, who is a friend of mine, in a note to an article on Milton's blindress, states, that the piece has appeared in the "London Friend" of 10th month (October) 1848, the editor of which periodical stated that it was forwarded "by a correspondent, as taken from the Oxford Edition." The correspondent of the "Friend Review" then continues his remarks, stating that " there must be some misunderstanding with the London Editor, or his correspondent, as that beautiful poem was written by a gifted friend, E. L. Junr., of this city for 'Friends' Review.'

If you are in receipt of "The National Era" published at Washington, D. C., you will find in the number for December 25th, 1851, the following remarks by J. G. W. (the American poet, John G. Whittier.) "The remarkable lines published in the "Era" a few weeks ago, purporting to have been written by Milton, in his old age and blindness, and published as such in the carefully prepared \

Oxford Edition of his works, were the production of an American writer, Elizabeth Lloyd, of Philadelphia, the knowledge of whose authorship has been hitherto almost entirely confined to the circle of her personal friends. The fact that the mistake of attributing them to Milton has been made by competent judges and admirers of the Bard of Paradise, is certainly no slight compliment to their real author." Very respectfully, yours, &c.

Philadelphia, January 19th, 1852.

B.

### Educational Intelligence.

#### CANADA.

#### MONTHLY SUMMARY.

The question of Free Schools has continued to excite the greatest possible interest since the recent School Elections. In Toronto, Niagara, Brockville, Port Hope, Chatham, Chippewa, Perth, St. Thomas and other places the discussion has been most animated. In some of these places the benefits of free education, supported by a general rate upon property has been withheld; in other places the majority of the school electors, rich and poor, have nobly resolved unitedly to sustain, according to their means the greatest, the most humane and the most efficient system of police ever instituted by any people. Would that the spirit of the early pilgrims of New-England were more widely diffused among the early settlers of Canada, not only in their affectionate solicitude to contribute "a peck of corn" and their "rent of a ferry" but in the correct appreciation of the true standard of excellence to which each school should be elevated! We warn the friends of free schools that the most effective argument which the opponents to the cause will drge against them will be that, while the cost of education has been increased and diffused, the character of the school houses and the efficiency of the schools and teachers have not been improved or promoted in a corresponding degree—that the results of the free school system as compared with the old system have not equalled the expectations raised .... The system of Free Schools is attracting some attention in Prince Edward's Island through the press, and Canada is referred to as an authority. .... The Western Planet of the 27th ult. contains a valuable lecture on Free Schools recently delivered by Dr. Cross, local Superintendent of Howard, &c. In meeting the objection that the free school system is but a theoretical one, he thus remarks :- " Tell me not that this is mere theory, unsupported by experience. You ask me for proof, Come with me and visit those schools supported by property taxation and see and bear witness for yourselves. Last year the rolls presented an average of from 15 to 20. Now the benches are crowded; no child in the section but is there; and there you will find even those of maturer years mixing with the young and endeavouring to make up for early deficiences; and thus, high and low, rich and poor, concentrate their energies and exertions in the maintenance of a common cause and in giving to their children the benefits of a good elementary education."....In the Planet of the 20th ult., Dr. Cross' Annual Report to the Warden of the County is published. It is devoted to the following subjects: -1. School Sections. 2. School Houses. 3. Qualification and classification of Teachers, 4. Mode of supporting schools. 5. Books used. 6. Libraries. 7. The Journal of Education. The Report is a highly interesting document..... The Board of Trustees of the town of London in their recent Annual Report state that "during the past year (1851) the free school system has been in operation, and with the best re-In order to see the full advantages of the free school system over that which it superseded let us compare the attendance during the past year with the former one and we shall find that while the expenditure was almost equal, the attendance was actually doubled !"----A correspondent of the Daily Colonist states, that the freeholders and householders of school section No. 2, in the Township of York, decided at the annual school meeting, by a large majority, that the school of their seation, should be free from any charge, or invidious distinction. He also notices, the erection of a very substantial and commodious new school house in this section, highly creditable to, and worthy the respectable and wealthy neighbourhood, of whose liberality and enlightenment it is a proad memento..... A correspondent of the Guelph Advertiser from school section No. 1, Township of Erin, says the result of the adoption of the system in that section has been a great increase in the attendance, and that in spite of grumbling, at the annual meeting there were three to one in favour of its continuance..... A correspondent of the Huron Signal in Stratford gives the result of a trial of a Free School system in that village during the past year. In 1850, the average attendance was 70, in 1851, 904. The result was so satisfactory to the rate-payers that a resolution in favour of the continuance of the system was unanimously adopted at the annual meeting. It was also resolved to build a large brick achool house to accommodate both the male and female scholars .... The Western Progress states that



at the Annual School Meeting in the town of Woodstock, a unanimous vote was passed authorizing the levying of the sum of £250 by tax for the support of schools for the current year .... George Ruckland, Esq., has been appointed Professor of Agriculture in the University of Toronto, by His Excellency the Governor General.... The opening lecture of the Law Faculty of Trinity College was delivered on the 2nd inst. in Osgoode Hall by Professor J. H. Cameron, Q. C. The subjects of the Lecture are, 1. Real Estate; 2. Contracts; 3. Equity Jurisprudence.....The Senate of the University of Toronto, at their meeting on the 30th ultimo, passed a statute to abolish matriculation fees in the Institution, and all fees upon the granting of degrees to regularly matriculated students; and also to reduce the see in the Faculty of Arts from £4 to £1 per term, or (there being 3 terms annually,) from £12 to £3 per annum. The fee in the Faculty of Law is reduced to £1 for the year .... The examination lately held at the Three Rivers Academy appears from the local papers to have been highly creditable to the ability and efficiency of the master, Mr. G. Lanigan..... As a gratifying indication of the proper appreciation of the valuable services of Local Superintendents, we have pleasure in stating that at the recent session of the Municipal Council of the United Counties of Wellington, Waterloo & Grey, the Council fixed the salaries of Local Superintendents in the Counties of Wellington and Waterloo at one pound five shillings per school; and in the new County of Grey at one pound ten shillings. The minimum salary of Local Superintendents fixed by the statute is one pound per school..... The enterprising inhabitants of the town of Chatham, C.W., are wisely providing the most ample accommodation for the education of the youth. A school house has been erected, on the free school system, sufficiently large to contain between 500 and 600 scholars.

Consecon School .-- An interesting examination of the pupils of the united Grammar and Common Schools at Consecon, Prince Edward County, took place some time since. It continued for several hours and was most satisfactory to the visitors present, reflecting credit alike on the ability, industry and perseverance of the master, Mr. Strachan and his son-who is assistant teacher. From the reputation Mr. Strachan had obtained as Superintendent of Schools in the Midland District, I was induced to expect a very interesting display of his abilities as a teachernor was I disappointed. In Latin and French the students exhibited such a knowledge of the rudiments and aptness in translating that I could scarely credit the information that but four or five months had elapsed since Mr. Strachan was installed as principal, and had the preparing of his pupils for the exhibition I was then witnessing. The pupils were examined in the several subjects treated of in the National Readers, and young and oldfrom the child of four or five to the youth of 16 or 18, showed that the care and attention of their instructors was not unappreciated or unproductive. In geography I was pleased to see that Canada held the most prominent position, although the changes lately made in her territorial divisions was not noted. It is a matter of regret that while every other country has its history and geography and map, our own has to trust to the unaided talent of the teacher to supply what information we so readily furnish of others. During the examination several dialogues were introduced and pieces recited which added greatly to the interest of the exhibition-come of which had a direct reference to the object of the institution-the advancement of education and the necessity of each and every one aiding in the diffusion of knowledge. I cannot conclude without bearing my testimony to the ability and talents of Mr. Strachan, junr. - a young man of 17. He is teacher of the common school department, and occasionally assists his father in the management of the grammar school. I was informed that he and a student of the Normal School were the only teachers who received first class certificates at the examination of the County Board; and from the tact he displayed and the manner in which he conducted the examination-(for he was the principal examiner)-I am persuaded that with such instructors the youth of Causda cannot but advance in intelligence.-[Communicated.

Education and Free Schools at Perth.—The annual election of two Trustees, in the room of the two retiring Trustees, for the town of Perth, commenced on Wednesday last, and has resulted in the re-election of Messrs. Kellock and Fraser, a fact somewhat significant under the circumstances. Our town is one of those, having a board composed of six Trustees representing the municipality, two of whom annually retire according to lot. The whole six members of the board were elected in 1851, on the Free School ticket on a regular poll of the voters; and when the fact is stated, that during the past year, owing to special circumstances, no less a rate than 1s. 5d. in the £ has been levied for school purposes, at the instance of the Board, no doubt can be entertained as to the desire of the Perth people to enjoy the privileges of a good school system. Unlike the old school meetings, which were attended sometimes by four or five persons, the annual meetings now are attended by a large number of the tax payers. The accounts for the past year, in detail, were read in the Court House to all present, and every information afforded which was desired,

by Mr. Brooke, chairman of the meeting, and by Mr. Davis, the chairman of the Board of Trustees. Mr. Buell, of the Grammar School Board, having addressed the meeting on the subject of education, the names of the several candidates proposed and seconded, five or six in number, were taken down, and three of these Messrs. G. Kerr, D. Kerr, and Allan, in addressing the people, declared their concurrence in the Free School system, though known as rather opposed to it before last year. The schools of Perth, it is now believed, will soon become a credit as well as a much greater blessing to the place.—[Communicated, January 16th, 1852.

School at Boyd's Settlement .- This school is about 13 miles from Perth, in a neighbourhood distinguished for its zeal and liberality in the work of improvement. The last examination held in the Methodist Church, near by the school house, was attended by a large number of the parents and friends of the school, as well as by parties from a distance. The teacher, Mr. Warren, exhibits great energy and much skill in the management of his pupils, and is a rising teacher. The examination was very creditable to both scholars and teacher, and satisfactory to all assembled. After the examination closed the assembly organized by calling A Stevenson, Esq., to the chair. W. O. Buell, Esq., from Perth, being present, addressed the meeting, stating the impressions made on him by the examination, and urging the cause of education upon all. The Rev. Mr. Constable followed, stating in his remarks that the favourable impression of the school made upon the last speaker by the examination, was fully warranted by the every day practice in the school. Corporeal punishment is almost unknown in this school, and yet the best order prevails. Mr. Murdock, Superintendent of Schools, then delivered an excellent Lecture, advocating the Free School system.—[Communicated, Jan. 15th, 1852.

Normal School in Lower Canada.—A movement is on foot in Montreal, for the establishment in that city of the Normal and Model Schools, to prepare teachers for the Common Schools of Lower Canada. His Excellency is empowered by an Act of last session to determine where such a school shall be located, and to adopt all necessary measures for its establishment. A petition from that city has been addressed to his Excellency, from which we extract the following paragraphs: -1. That the City of Montreal is more favorably situated than any other locality in Canada East for the establishment of such an Institution-being the principle centre of both the English and French populations, and affording the greatest conveniences of access at all seasons of the year. 2. That the City itself contains a population of 50,000, of which 10,000 are children between the years of 5 and 16, the age defined by the School law. Of this number nearly 4,000 are the children of Protestant parents, and upwards of 6,000 are Roman Catholics. So large a number of children cannot be found within the same limits any where in Eastern Canada. 3. That in order to the carrying out that part of the Statute which respects Model Schools, it is essential that the Normal School be established in a locality where may be found a concentrated and numerous population to supply pupils in sufficient numbers, and of the proper age, -an advantage which the City of Montreal eminently possesses.

## NEW BRUNSWICK

New System of Schools .- His Excellency the Lieutenant Governor in his recent speech in opening the Provincial Parliament remarked!:-"A Bill for the regulation of Parish Schools has been prepared; when it is submitted to you, I am sure it will receive at your hands all the consideration which the importance of the subject so peculiarly requires." In connexion with this official announcement we take the following from the Reporter of the 16th ult., indicative of the melancholy state of public feeling in regard to popular education in our sister Province. - "Our cordial thanks are due to the Rev. Egerton Ryerson, Chief Superintendent of Schools in Canada West, for the annual Educational Report recently published under his direction. It is a book containing upwards of 390 pages of closely printed matter, and every page displays the judgment and ability of its author. Canada is deeply indebted to the Rev. Dr. Ryerson for the efficiency of its school system, which promises fairly to elevate the people of that Province to a point of educational intelligence second to none in America. The Report we have placed in the hands of an hon. member of the Board of Education; and as a Bill on the important subject of Parish Schools will be introduced during the present Session, we trust that the excellent work referred to will be made useful in New Brunswick. There are two great Institutions which in this Province engross the principal part of our overgrown Revenues-the roads and schools; and while it is notorious that the outlay on the former has succeeded to admiration, inasmuch as our roads can favourably compare withany in the Provinces, it is equally true that the expenditure in the latter case is almost a failure. The intelligent reader will, nay must agree with us in this particular. Here are whole parishes which owing to the unpardonable spathy and ignorance of the

people, have scarcely a school within their bounds; while there are others which manage to keep up just enough of appearances to enable them to claim the public money. A compulsory system of education can alone drive a large number of people into the pathways of light and knowledge. Quite unconscious of the heavy taxes which they now pay towards education, they are little interested in its results, and nothing will ever awaken them to a knowledge of its importance, until a direct claim is made upon them for its support. It is true that such a tax as we have alluded to would fall heaviest where we think it should fall-upon the wealthy; but we think that even they would be gainers by its operation. It would be much better to elevate the character of the poor by giving them a good religious, moral, and practical education, than to support them afterwards as vagrants. paupers, and down-drafts upon society, in our alms houses and jails. The private funds saved in this instance from the want of a good system of education, and those which are made in another, in the shape of duties on wine and spirits, are pretty much alike doomed to the same fate : they enclose the germs of their own destruction. We rob from the cause of knowledge and morality, to enable us to give gratuities to ignorance and licentiqueness. Let knowledge be rendered imperative by law, and let intoxicating drinks be excluded by the same authority, and we pledge our life, for the general results—the independence and happiness of the people."

## BRITISH AND FOREIGN.

MONTHLY SUMMARY.

The late Mr. Fielding of Lancaster, has bequeathed his herbarium to the University of Oxford, upon certain conditions. This collections formed at a very large expense, is understood to consist of 70,000 species, forming one of the most complete herbaria in the world......Rev. Joseph Angus, of the Baptist College Stepney, has been awarded a prize of £210 offered two years ago by an Indian gentleman for the best essay on the life of Christ. The adjudicators were three Episcopalian clergyman......A new royal school house, with accommodations for eighty scholars, was dedicated at Honolulu on the 5th of December......The local scheme of education for the boroughs of Manchester and Salford is undergoing an investigation by the members of the Society of Friends in that town and neighbourhood; and they have in preparation a protest ...... The Kaffir war is costing £1,850,000 annually, being four times more than the sum expended during that period in England on art, science, and public education.....Curiously simple are some of the English customs. On the late Lord Mayor's day, the new mayor visited a school of which he is a patron, and presented each of the children, ninety in number, with " a new shilling.".....The Augsburg Gazette states that the greatest efforts are making by the government of Bavaria to induce M. Liebig to leave the university in which he has so long taught, and accept the highest chair of chemistry in that of Munich...... A conference of gentlemen interested in the establishment of Preventive and Reformatory Schools, was held lately at Birmingham. Mr. Power, the Recorder of Ipswich, gave some interesting details with respect to the success of reformatory instructions. He instanced fifteen thieves, some of whom were the cleverest and most accomplished in England, all of whom had become reformed, and were now industrious and honest members of society. He concluded by moving the following resolution :-- "That the present condition and treatment of the perishing and dangerous classes of children and juvenile offenders deserves the consideration of every member of a Christian community.".... An engineering school has been commenced in England, under the authority of Kossuth, for the instruction of the Hungarians, and he is reported to have remitted to the London Hungarian Committee, the greatest part of the money he has received in the U. S ..... The Scottish journals announce the death of Mr. George Dunbar, the Professor of Greek in the University of Edicburgh. Professor Dunbar was born about the year 1775. Entering the University of Edinburgh in the year 1795, he distinguished himself by the zeal and indomitable perseverance with which he prosecuted his studies. In the year 1805 he was elected a Fellow of the Royal Society of Edinburgh. Professor Dunbar is best known by his " Greek and English and Greek Lexicon," of which the first edition appeared in 1810, the second in 1844, and the third, greatly enlarged in 1850. He was a professor for nearly half a century ...... Mr. Sheriff Alison, the Historian, having been re-elect d Lord Rector of the University of Glasgow, has announced his intention of continuing his prizes of ten guineas for the best translations from Greek and Latin Prose ...... A cargo of books on Oriental languages and literature recently arrived in Cork, as a present from the East India Company to the Queen's College in that city. The good people turned over the leaves of these works, admired the curious twists and contortions of Sanscrit and Arabic letters, and wondered what was meant by sending such a present to the capital of Munster. The secret has now come out in the agreeable shape of an announcement that the President of the Board of Control, Lord Brougham de Gyfford, has placed it at the disposal of Lord Clarendon, in his capacity of chancellor of the University, a Writership in the civil service of that great company, to be bestowed by him on one of the students as a reward for academic merit.

Statistics of the German Universities.—We are indebted to our faithful and intelligent correspondent at Berlin, for the following statistics of twenty-seven of the universities in Germany, for the summer of 1851:—

		o of	No. of Foreigners.	No. of No. of Students. Foreign's.*
1.	Berlin,		315	15. Frieburg, 4 3 88
	Munich,		196	16. Erlangen, 402 51
	Prague,		31	17. Olmutz, 396
4.	Bonn,	1,026	189	18. Konigsberg, 332 5
5.	Leipsic,	846	288	19. Munster, 323 47
6.	Bresla,	831	· 19	20. Marburg, 272 27
	Tubingea	768	116	21. lansbruck 257 2
8.	Gottingen,	601	32:3	22. Griefswald, 208 9
9.	Wurzburg,	678	173	23. Zurich 201 36
10.	Halle,	640	86	24. Berne, 184 11
11.	Heidelburg,	624	433	25. Rostock, 122 12
12.	Gratz,	611	1	26. Kiel, 119
	Jena,	434	176	27. Basel, 65
4.	Giepen,	409	77	

Total number of students at 27 universities, 16,074. Number of professors and teachers of same, 1,586.

The stude	nts are pursu	ing the following professions:-	
In 11	Universities	Catholic Theology,	1,735
18	do	Protestant Theology	1,697
. 25	do	Law	5,998
25	do	Medicine	3,154
26	do	Philosophy (in German sense)	2,449
		[Boston	Traveller.

## UNITED STATES.

## MONTHLY SUMMARY.

A subscription of \$600,000 has been raised in the State of Ohio, for the purpose of erecting an Agricultural College...... In his recent message to the Common Council, the Mayor of New York states, that included in the city taxes the sum of one hundred and twenty-five thousand dollars for deficiency of tax of 1851, and the large amount of six hundred and sixty-five thousand, one hundred and fifty-six dollars and thirty-three cents (665,156 33), to be raised by tax in the county of New York, for educational purposes for the year 1852, being an increase in this item of expenditure alone of two hundred and seventeen thousand, six hundred and sixty-eight dollars and eighty-five cents (217,668 85) over 1851..... Neander's library, we learn, has been secured for the Theological Seminary at Rechester. It consists of four thousand five hundred volumes of rare and valuable works ...... We are happy to learn that the people of Western New York are awakening to the subject of a Normal School to be located at Rochester. We have not the least doubt but that the Legislature, at the coming session, will grant every facility necessary to the realization of a work so noble...... The one grand idea of Mr. Burnham, State Superintendent of Schools in Vermont, is, through the teachers, to secure a tender and enlightened conscience in the pupils, and make the cultivation of the manners and the heart supreme over the improvement of the intellect; the true principle of school education everywhere, if it shall be useful.

#### Literary and Scientific Entelligence.

#### MONTHLY SUMMARY.

The Boston papers bring us intelligence of the death of a venerable and venerated man, the Rev. Professor Stuart, of Andover Theological Seminary. He died of influenza, on Sunday, at the advanced age of 71 years. Professor Stuart was the oldest acting professor of the Seminary, and has done more to awaken an interest in the philology of the Bible than any man in the United States. Indeed, he may with truth be styled the father of Biblical philology in the United States...... Turner, the great English landscape painter, died at his residence, No. 47, Queen Ann Street, London, on Friday, Dec. 19, aged 76. He was never married, and leaves a very large fortune made by his art. His finished oil paintings have lately ranged in price from \$3,500 to \$7,000...... Dr. Charles T. Franz, a distinguished German philologist, died at Breslau lately, aged 65. The University of Berlin has lost six of its professors by death within the last year. ... Pricasnitz, the celebrated traveller of the water oure, died at his establishment, Græsenberg, on the 28th Nov. last. He was originally a poor peasant, but died worth £100,000 !.....Luttrell, the table-wit and companion of Mackintosh, Jeffrey, and Sydney Smith, died lately, at the age of 86..... The health of Thomas Moore, the poet, is very feeble, and his death is daily looked for ...... Atmong those who perished on board the ill

<sup>\*</sup> By " Foreigners" are meant persons from other states than the one in which the University is signated.

fated Amazon steamship off the Scilly Isles, was Eliot Warburton, the gifted author of the "Cresent and the Cross," "Hochelaga," &c., &c....Dr. Joseph Cogswell, who is the Superintendent and one of the trustees of the Astor Library, is said to have purchased trirty thousand volumes for the institution during his recent visit to Europe. These additions to the previous purchases must have already constituted this library one of the most extensive in the United States......Freund, the philologist, is in London, engaged in constructing a German-English and English German dictionary, upon his new system.... The second division of the third volume of Alexander Von Humboldt's Kosmos has just issued from the German press. The new chapters treat of the circuits of the sun, planets, and comets, of the zodiachal lights, meteors, and meteoric stones. The uranological portion of the physical description of the universe is now completed. Letters from Stuttgart state, that the veteran philosopher has already made good way into the fourth volume of his great work......Shakspeare has just been translated into Swedish, and published in Stockholm, in twelve octavo volumes ...... A Swedish translation is also published of Hallam's Europe, during the middle ages.....D'Israelı's life of Lord George Bentinck gives constant occupation to the critics. The Times is very severe upon it, as it defends protection and assails Sir Robert Peel. It contains, however, a very graphic sketch of that great politician..... Two new volumes of Lord Mahon's History of England have been published in England. They cover the period of American revolution. We presume they will be immediately republished in the U.S..... A number of humorous drawings, sketched by the pencil of Schiller, and accompanied by descriptions in his own hand, have been found in the possession of a Swabian family..... The famous old Westminster Bridge over the Thames is to be removed, and a magnificent structure erected in its stead, to accord with the increasing splendor of the neighbourhood..... A most splendid and valuable donation has just been made by the Imperial Government of Austria to the Royal Geographical Society of London, consisting of the series of charts and maps lately deposited in the Austrian department of the Great Exhibition, and sent there by the Imperial Military Geographical Institute of Vienna. For this valuable adjunct to the study of geographical science the society are indebted to Field-Marshal Von Skubank, of Vienna, through whose influence at the Imperial Court they have been secured to this country. As works of art they stand almost unrivalled, one map of Europe being about eight feet in height, and six feet in width, beautifully framed and coloured, and with all the latest improvements. Several others are nearly on the same scale, with one map of Italy in eight large sheets......Law and literature lose an ornament in Basil Montague, Queen's counsel, formerly a Commissioner in Bankruptcy; who died on the 27th November, at Bologne, in the eightysecond year of his age. The distinction acquired by Mr. Montague in his profession was not the odly feature of his life which made him a public character. He was the son of John, the fourth Earl of Sandwich, by the celebrated beauty of her day, Miss Margaret Resy. The death of Miss Reay by the hand of another distracted lover, the Rev. James Hackman, form portions of a tragic romance not yet faded from the memory of those who can carry personal recollections to the final year of the last century. ...It costs the people of the United States fifteen millions of dollars a year for newspapers, and other periodicals, and these newspapers and periodicals are as essential to their safety and happiness, as the roofs over their heads, and more so than the army and navy, which cost twice as much..... A letter from the second wife of Sir Philip Francis to Wade, intended to prove that her husband was the author of Junius' letters, has been lately published in La Revue des Deux Mondes..... The French papers state that Lord Brougham, in his retreat at Cannes, is preparing for publication a work entitled, "France and England before Europe in 1851."..... The Royal Netherlands Institute of Sciences, Letters and Fine Arts, recently petitioned the King of Holland, in consequence of their limited income, for letters of dissolution. The King took the Institute at its word, and granted letters which fixed the 31st December for the term of its existence. From the 1st January, 1852, the Institute is to be replaced by a Royal Academy, which will specially devote itself to exact and natural sciences. This body will receive from the State an annual grant of 6,000 florins. It will be composed of twenty-six ordinary, twenty-two extraordinary, and five free members, and an unlimited number of correspondents. .... The catalogue of books for the Leipsic fair shows, that in the short space of time between the Easter fair and the 30th September, there were published in Germany no less than 3,860 new works, and there were on the latter date 1,130 new works in the press. Nearly 5,000 new works in one country of Europe in one half year! The amount of intellectual labour dimly represented in the catalogue appears to have had on the whole a healthy impulse. Of the 3,860 works already published, more than half treat of various matters connected with acience and its concerns. That is to say, descending to particulars-106 works treat of Protestant Theology; 62 of Catholic theology; 36 of philosophy; 205 of history and biography; 102 of languages; 194 of natural sciences; 168 of military tactice; 108 of Medicine; 169 of jurisprudence; 101 of politics; 184 of political economy; 83 of industry and commerce: 87 of agriculture and forest administration: 69 of public instruction:

92 of classical philology; 80 of living languages: 64 of the theory of music and the art of design; 168 of the fine arts in general; 48 of popular writings; 28 of united science; and 18 of bibliography..... Among the articles added to the British Museum, by Layard's researches, are several corious bowls, made of Terra Cotta, and found buried some twenty feet deep amid the ruins of Babylon. The inscriptions on them, which have only just been deciphered, makes it probable that they were written by the Jews during their captivity..... The editors of all the journals in Hungary bave been obliged to send into the authorities a list of their subscribers..... The Koinerzetung has been fined 50 thalers by the Prussian government, for publishing translations of Elihu Burritt's "Olive leaves for the People." .....A London correspondent states that the Lord Chamberlain has required all the theatrical farces, &c., prepared for the holiday season, to be sent to him, and that he has rigorously excluded from them all allusions to the Queen, to Prince Albert, Kossuth, Haynau, Louis Napoleon, &c. This is regarded as a great hardship; and indeed it seems to be followed too closely in the footsteps of Louis Napoleon to be very encouraging to those who expects to see England foremost in resisting continental despotism. .... A leading medical practitioner at Brighton, England, has lately given a list of 16 cases of paralysis, produced by smoking, which came under his own knowledge within the last six months..... The statues of the Earl of Clarendon, Lord Falkland, and John Hampden will be put up in a few days in St. Stephen's Hall, (the site of the old House of Commons). Workmen are now putting down the tiles on the floors of the new hall, of the approaches to the houses, and of the cloisters. The cloisters are to have stained-glass windows in antique style. They will be appropriated for the members' reading-rooms, cloak rooms, &c. The public entrance will be in Westminster Hall, leading to St. Stephen's Hall. The members will have an entrance in the middle of Westminster Hall to the cloisters also by the former Speaker's porch. Peers and members will go in by St. Stephen's porch, opposite the Abbey ...... Mr. Thomas, a recent writer on China, says that the term "barbarian," as applied by them, is intended for a compliment-and that the word so translated means simply "southern merchant." They consider it a special compliment also to call a man "red haired devil."..... A perpendicular waterfall has been discovered on the Sonoma river, Oregon, some distance above where it empties into Puget's Sound, of 360 feet ...... Some of the spruce and fir trees in Oregon shoot up to the height of 300 feet, without throwing out any lateral branches..... A Mr. J. Keys recently lectured at the Western Institution, Leicester Square, London, upon the subject of "Chemical Lithography." He made a thorough practical exposition of this art. A gentleman present executed a sketch upon stone, of which, by the aid of one of Stanbury's improved presses, a number of copies were speedily reproduced ; fac similes of autographs of several persons in the theatre were multiplied with extraordinary dispatch; and the method of transferring line engravings, of bronzing, gilding, and silvering, was also exhibited. Mr. Keys pointed out how lithography might be made a means of contributing to the intellectual pleasures of an evening party, by employing it for the enrichment of portfolios, if each of the company skilled in drawing would manifest his skill on the prepared stones, and by the aid of such a press, duplicate copies might be produced to any extent required .... The London "Literary Gazette" says that some attention has been excited by the alleged discovery, (by an engineer of some celebrity, named Andrand,) of the means of seeing the air. If (he says) you take a piece of card, coloured black, of the size of the eye, and pierce with a fine needle a hole in the middle, you will, on looking through that hole at a clear sky or a lighted lamp, see a multitude of molecules floating about, which molecules constitute the air. We shall see whether the theory will obtain the sanction of the Academy of Sciences, to which it has been submitted......Mr. George Tate, of Bawtry Hall, Yorkshire, has recently taken out a patent for constructing houses, &c.. by fitting together staves, or stave-like and other pieces of timber, or other auitable material, secured by hoops or other binders or fasteners, built of any suitable size, and fixed, either vertically or horizontally, at any height, upon piles or sleepers. Such houses, or parts, may be found one within the other, to leave space for the circulation of air, &c. The floors, roof, partitions, &c, are also formed by wedging up stave-like pieces in concentric rings, with an external hoop and the interstices filled up with glue or other viscous matter, mixed with earthy or mineral substances.

Irish Submarine Telegraph.—The success attendant on the establishment of the submarine telegraph between England and France has induced the projection of a similar chord of communication between England and Ireland by parties in connection with the Electric Telegraph Company, whose wires were lately extended to the port of Holyhead. The parties propose to carry it out by sinking in the 1 rst instance a four wire cable, the manufacture of which has been commenced, on a somewhat similar, though said to be improved principle, to that already laid down between Dover and Calais. Two of these wires are to be for the exclusive use of the Government, and two for commercial and general purposes.



New Proposals to Search for Sir J. Franklin .- At a recent meeting of the Royal Geographical Society, held at their rooms, Waterloo-place, a highly interesting paper was read by Lieutenant Bedford C. Pim, proposing to search for Sir J. F.anklin in another direction, and also stating the circumstances which led him to the belief that the missing ships were to be found not on the coast of America, but on that of Asia. The Chairman, at the close of the meeting, said the Council of the Society had come to a resolution authorizing him to wait on the Lords of the Admiralty and solicit their assistance to Lieutenant Pim's project. In reply, Lord John Russell had advanced £500 toward the project. That project as stated by Lieut. Pim, was to start on the 15th of November, and travel by way of St. Petersburg, Tobolsk, Irkut and Takoutz, to the mouth of the Kolyman, and thence exploring the coast of Siberia, east and west, from the north-east Cape of Asia, to the Cape north of Cook, altogether a distance of 10,000 miles. He would proceed alone from England, and look forward to companions provided by the imperial service of Russia. Should the negotiations with the Court of Russia terminate favourably, his track will lead him from St. Petersburg to Moscow by railway; from Irkutz by aledges, a distance of 3,544 miles; and from Irkutz to Takoutz, also in sledges, a distance of 1,824 miles; the whole of this journey occupying about four months. [We regret to state that Lieut. Pim's expedition has been abandoned. The advice of the Russian government geographers has been decidedly against the practicability of the enterprize, owing to the insurmountable physical difficulties of the proposed route.-Ed. J. of E.] The public will learn with satisfaction that the next expedition to the Arctic regions, in 1852, in search of Sir John Franklin and the missing officers and crews of the Erebus and Terror discovery ships, will be made as efficient as possible; and that in addition to the Pioneer and Intrepid screw steamers, employed in the recent expedition, the Phanix, a much larger screw steamer, of 260 horse power, which was taken up from Woolwich to Deptford about a week ago, is ordered to be fitted and strengthened at the latter dock-yard for service in the Polar Seas. The excellent arrangement of sending three screw steamers to Wellington Channel has been made in order to avoid similar delays to those experienced by the Pioneer and Intrepid steamers during the recent expedition, when they had to tow the Resolute and Assistance sailing vessels. In the event of its being considered necessary to send sailing vessels with stores to the Arctic regions next spring, they will be entirely independent of the steamers, and the latter will only have to act in concert with each other. Dr. Kane, who was attached to the American expedition in search of Sir John Franklin, is now in Washington delivering lectures on the Arctic regions and the exploring expeditions. In one of these lectures, in describing the various perils to which the vessels were subjected, he said that at one time the vessels were about to enter Baffin's Bay fast in a great field of solid ice, when suddenly this was rent into chasms, which rapidly opened into what were characterized by Dr. Kane as " dark rivers" nearly half as wide as the Potomac. On the 13th of January of last year these began to close with frightful clamor and disruption. The brig was bodily lifted up seven feet, and an advancing mound of ice threatened to overwhelm her, when by some miraculous agency its course was arrested! The Atheneum criticises very severely the government documents on the Arctic Exploring Expedition. It censures also, the approbation which has been bestowed on Capt. Austin, and thinks Capt. Penny has been very unjustly treated. The expedition has given rise to a bitter quarrel among the officers.

The Great Polar Ocean.—At the last meeting of the London Geographical Society, Lieut. Osborne, a member of one of the British Arctic expeditions, argued at some length in favor of the great Polar Ocean. He said that in Wellington channel, he had observed immense numbers of Whales running out from under the ice, a proof that they had been to water and come to water, for every one knew they must have room to blow. He further said that there were almost constant flights of ducks and geese from the northward, another proof of open water in that direction, since these birds found their food only in such water. He added that it was his deliberate opinion, from observations made on the spot, that whales passed up Wellington channel into a northern sea. In reference to the abundance of animal life, in the latitude of this supposed Polar sea, he remarked that while, on the southern side of Lancaster Sound, he never saw enough game to keep his dog. Melville island, one hundred and fifty miles to the northward, abounded in deer and musk oxen. It was thus clear, he continued, that animal life did not depend on latitude; but increased, if asything, after passing the seventeenth. Moreover, while in Baffin's Bay the tide made for the southward, coming from the Atlantic, in Barrow's Straits it made to the northward, which could only be explained on the hypothesis of the sea in that direction. All this seems to us proof on proof of a great Polar Ocean.

Invention is commonly used to express originality of genius in the Sciences and Arts .- Milton.

## Editorial and Official Notices. &c.

For the information of many inquiring parties, we insert the following :-

REVISED TERMS OF ADMISSION INTO THE NORMAL SCHOOL, TORONTO, ADOPTED BY THE COUNCIL OF PUBLIC IN. STRUCTION FOR UPPER CANADA, ON THE 22rd DAY OF JULY, 1851.

The Council of Public Instruction anxious to adopt such measures as appear best calculated to render the training of the Normal School as thorough as possible, and to diffuse its advantages over every county in Upper Canada as equally and as widely as possible, adopts the following regulations in regard to the duration of the future Sessions of the Normal School, and the mode and terms of admitting and facilitating the attendance of Students at that Institution.

ORDERED, I. That the next Session of the Normal School commence on the 19th day of August next, and terminate on the 18th day of April, 1852; and that hereafter the Semi. annual Sessions of the Normal School shall commence on the 15th day of May, and the 15th day of November. of each year, [and if those fall upon Sunday, the day following,] and continue for a period of five menths each—to be concluded by a Public Examination and followed by a vacation of one month.

II. That no male Student shall be admitted under eighteen years of age, nor a semale Student under the age of sixteen years. [2]—Those admitted must produce a certificate of good moral character, signed by the clergyman or minister of the religious persuasion with which they are connected; [3]—they must be able to read and write intelligibly, and be acquainted with the simple rules of Arithmetic, and with the elements of Geography and English Grammer; [4]-must sign a declaration of their intention to devote themselves to the profession of School-teaching, and that their object in coming to the Normal School is to qualify themselves better for the important duties of that profession.

III. Upon these conditions, candidates for school-teaching shall be admitted to the advantages of the Institution without any charge, either for tuition, the use of the Library, or for the books which they may be required to use in the School. Other professional Students to be admitted upon paying £1 5s., for attendance at an entire course of lectures during one Session.

IV. The Teachers-in-training shall board and lodge in the city, in such house under such regulations as are approved of by the Council of Public Instruction.

V. A sum not exceeding fee shillings per week, towards defraying the expenses of hoard and lodging, shall be allowed for the present, to Teachers-in-training requiring assistance, on condition that they will engage to remain for a period of not less than one Session in attendance at the Normal School.

VI. That all sandidates for admission into the Normal School must present themselves during the first week of the Session, otherwise they cannot be admitted; and their continuance in the School is conditional upon their diligence, progrem, and observance of the General Regulations prescribed by this council.

VII. That all communications he addressed to the Reverend Dr. RYERSON. Chief Superintendent of Schools, Toronto.

By Order of the Council of Public Instruction for Upper Canada.

J. GEORGE HODGINS, EDUCATION OFFICE,
Toronto, 23rd July, 1861. Recording Clerk.

MUNICIPAL CORPORATION-JOURNAL OF EDUCATIONS.-We have pleasure in recording our satisfaction at the renewed and cordial co-operation of the following Municipal Councils in ordering the Journal of Education for 1869, for each School Section within their respective jurisdictions. Such anxiety on the part of the Municipalities and individuals concerned, indicate a correct appreciation of the special mission of this Journal, and evince their great anxiety to promote, in the best manner possible, the Educational interests committed to their care, viz:-

COPI 111 United Counties of Peterbory' and Victoria.

Superintendent of the United Townships of Haldlmand and Ainwick Board of Trustees, City of Kingston, Municipality of Loughborough,
Board of Trustees, City of Hamilton,
Municipality of Seymour East,
Municipality of Seymour East,
Municipality of Moulton & Sherbrooke
Clerk, County of Kent, 118 12 12

ı	(CO)	'i 110.
ı	Municipality of Middleton	10
į	Municipality of Crowland	10
ĺ	Superintendent, Town of Cobourg	10
ľ	Board of Trustees, Town of Perth,	8
1	Clerk of United Counties of Essex and	_
	Lambton,	7
ı	Board of Trustees, Town of St Thomas	7
į	Rev. R. A. Temple, (New Brunswick)	Ž
1	Superintendent, County of Russell	à
ł		
ı	Total, thus far in 1852	390

WANTED, IMMEDIATELY, a duly qualified Teacher, for v v School Section, No. 1, Lancaster. A man of family would be preferred. Salary liberal. Apply, post-paid, to John McPherson. John Sutherland, Joseph Wood, Trustees.

ANTED a School Teacher for School Section, No. 3, Township of Biokering VV ship of Pickering, to commence on the 1st of April next, to whom a liberal salary will be given. Application to be made to Wm Alderson, or Thomas Currice, Trustees. Pickering, February, 5th, 1852.

WANTED, a second class Teacher for Union School Section, Markham and Vaughan, No. 5. Apply to James Newton, Richmond Hill.

TORONTO: Printed and Published by THOMAS HUGH BENTLEY.

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All communications to be addressed to Mr. J. Gaonag Honorus,
Education Ofice, Toronto.



VOL. V.

# TORONTO, UPPER CANADA, MARCH, 1852.

No. 3.

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# TWO LECTURES

Delivered before the Mechanics' Institute, Toronto, on the 13th and 27th March, 1852.

BY THE REV. ADAM LILLIE.

CANADA-ITS GROWTH AND PROSPECTS.

#### LECTURE FIRST.

Ladres and Gentlemen,—The subject to which I am, this evening, to call your attention,—interesting in itself from its relation to the progress of our race and the providence of God,—must to us have a special interest, because of its reference to ourselves. My theme is the growth and prospects of Canada—in other words, the advancement we are ourselves making, with the anticipations we may cherish for ourselves and our children.

By the excellent lectures delivered by Mr. ROBERTSON, in the early part of the season, on the history of Canada, I am happily relieved from the necessity of occupying your time with preliminary details. Hence, with your permission, I will proceed at once to the topic announced, only premising that I speak chiefly, though not exclusively, of Canada West. This I do partly because I am better acquainted with it and have the materials relating to it more within my reach, partly because it is newer than Canada East, partly too because I think the comparisons so often made between the two sides of the Line fair only when confined to Upper Canada.

The population of Canada at the time of its surrender to Britain in 1760 is variously stated at 60,000 and 69,275, exclusive of Indians. Of these estimates, the former is that given by the Board of Registration and Statistics, which I extract from one of Mr. Scobie's very valuable Almanacs (that for 1850); the latter that supplied by Mr. Smith, (in his excellent work on which I have taken the liberty of drawing freely) from the report of Governor Murray.

With the exception of a few trading stations, of which Kingston and Detroit were the chief, this population was confined to the lower part of the Province; nearly the whole of its upper portion being then a wilderness, occupied by the Red Man as a hunting ground. From 1770, parties, chiefly old soldiers, began to come in from the other side; to which some considerable additions were made after the Declaration of the Independence of the United States by United Empire Loyalists from New Jersey and Pennsylvania, who located

themselves along the frontier Townships. So late, however, as 1791, the date of the Constitutional Act, the whole population of Upper Canada is declared to have been "calculated at less than 50,000." According to the authority already quoted (that of the Board of Registration and Statistics) it amounted in 1811, twenty years after the separation of the Provinces, to only 77,000. Hence it is not more than forty years since its growth can be said to have commenced, if so much as that.

From that time it has, with occasional interruptions, advanced steadily, and, especially during the last twenty-five or thirty years, at a rapid rate. Bouchette reports the population to have been in 1824—151,097; which, taking as he does, 77,000 as the numbers in 1811, makes it nearly double in thirteen years.—(Vol. I. p. 108.)

If for the sake of securing all possible exactness we connect with the above Mr. Smith's statement of the numbers in 1814 (95,000) and 1825 (158,027) respectively, the rate of increase, though somewhat reduced, is still 67 or 68 per cent in eleven years.

Between 1824, (from which period the calculations agree) and 1834, a rise takes place from 151,097 to 320,693; which is doubling in ten years, with 18,499 over. The next fourteen years bring us up from 320,693, to 791,000—the return for 1850. Within the brief space of a quarter of a century there is an advance from 151,097 to 791,000; which gives us at the close of that period over five times our population at its beginning—more than ten times our population in 1811, or according to Smith, close upon ten times that of 1806.

Lower Canada, during the same time, rose from 423,630, to 791-000; the same number with the Upper Province; being an increase nearly 90 per cent.

Taking Canada as a whole its population has increased from 60,000 to 1,582,000 in 90 years. Hence in 1850 it was over 26 times what it was in 1760; more considerably than 2½ times what it was in 1825, when it numbered 581,657.

"All this," exclaims Haman (Est. v. 13), at the close of a glowing description of the height to which he had been elevated and the glory with which he felt himself encircled, "all this availeth me nothing, so long as Mordecai the Jew sitteth at the king's gate." What "availeth" it, some of us peevishly exclaim, that we are growing at a rate which cannot be denied to be rapid, so long as our neighbours on the other side of the Line are so far outstripping us? How far do you conceive, are they outstripping us? Let us look at the facts, however terrible they may prove to be. Wise men hold it well in very bad cases to know the worst.

Compare we then Upper Canada, first with the free States of the Union, then with the State of New York, and lastly with Ohio, Michigan, and Illinois combined; and see what the result will be.

According to the American Almanae for 1851, page 212, and "The World's Progress" (a "Dictionary of Dates" published by Putnam of New York in 1851) page 481, the Free population of the United States, was, in 1806, 5,305,925. The latter work, (Ap-

pendix, p. 704) states it to amount to 20,250,000 in 1851. In 1810 it was 7,239,814, (page 481.)

Thus it is in 1850 about (not quite) four times what it was at the commencement of the century; while Upper Canada contains, as we have seen, over ten times the population it possessed in 1811; or, at the lowest calculation, ten times its amount in 1806. The slow growth therefore turns out to be a rate of progress not much under thrice that of our neighbours who are supposed to be moving ahead of us so fast. Slow growth this of rather an anomolous description. Taking the ten years between 1840 and 1850, the difference is less: though during that time we have advanced at a rate fully twice that of the Free States, whose increase has been 45 per cent. (that of the whole States being 33½; World's Progress, p. 704), while ours has been 94 or 95.

In Lower Canada the increase for the thirteen years between 1831 and 1844 was nearly 35 per cent—to wit 34, 94 (Scobie's Almanae 1850, p. 53.) An increase of fifty per cent has taken place within the last seven years in the county of Quebec; which has advanced from 12,800 in 1844, to 19,074 in 1851.

Let us turn now to the State of New York, one of the best in the Union. That State contained in

1810,		-	-	-	959,049 In	h <b>a</b> bitan <b>ts.</b>
1820,	-	-	-	-	1,372,812	do.
1840.	-	-	-	-	2,428,921	do.
1850,	-	-	-	-	3,200,000	do.
•				[Worl	d's Progress, p	p. 443, 704.]

In 1850 its population is thus 3½ times (a trifle over) what it was forty years before, that of Upper Canada being in the same year close upon 8½ times what Smith makes it in 1814; or over ten times its amount in 1811, as stated by the Board of Registration.

Not amiss this, we should think, for a country of whose slow growth so much is heard.

It is, however, towards the West the tide is flowing. Let us pass with it, and mark the results.

For the purpose of comparison we have chosen the States of Ohio, Michigan, and Illinois combined, chiefly for these two reasons; first, because they have been, we believe, among the most rapid in their growth—sufficiently rapid at all events to make the comparison fair for the West; and secondly, because our statistics enable us to take in a longer period than we could have done in the case of some other States which we should else have been disposed to include.

Availing ourselves ence more of the aid of our old friend "The World's Progress," we ascertain the united population of these three States to have been in 1810, 247,570—viz. Ohio, 230,760; Michigan, 4,528; and Illinois, 12,282. They stand as follows in 1850—Ohlo, 2,200,000; Michigan, 305,000; and Illinois, 1000,000: in all 3,505,000, or fourteen one-sixth times their numbers, forty years before. This assuredly is a splendid increase; enough, and more than enough to justify the most glowing of the descriptions we hear of what the West is destined to become.

How will poor Canada West stand in comparison now? Let us see.

As already observed the Board of Registration and statistics gives the population of Upper Canada as 77,000 in 1811. Between that and 1850, when it is set down at 791,000, there intervenes a period of 39 years, within which we have an advance of close upon thirteen times (twelve six-sevenths) to set over against fourteen one-sixth times in 40 years. Does not this bring them sufficiently near to prevent their despising one another; to make them regard one another with respect and interest?

Here, it will be observed, the statement of the Board of Registration is followed. Should it be objected that Mr. Smith makes the numbers larger in the earlier period, being unwilling to question the accuracy of that gentleman, who has evidently taken great pains to inform himself, and produced a work eminently reliable—thereby laying the community under an obligation, of which, I trust, they will show their appreciation in the proper way;—I know only one satisfactory method of disposing of the difficulty, namely, to take as the basis of comparison a period at which the representations substantially coincide.

For 1810 then let us substitute 1830, which will allow twenty years for development and comparison. In that year Ohio, Michi

gan and Illinois contained in all 1,126,851 inhabitants: Ohio numbering 937,637; Michigan 31,639, and Illinois 157,575. Hence the number in 1850 (3,505,000) was three one-fifth or one-sixth times that of 1830.

Canada West contained in 1830; 210,437. Twenty years after, namely in 1850 (1849, Smith) it numbers, as we have seen, 791,-000—over three and three-fourth times what it did in the former year; which makes the scale descend handsomely in our favour.

Thus it turns out that Canada West is advancing at a rate fully equal to that of the best of the Western States.

These comparisons, triumphantly as it has come out of them, can hardly be denied to be unfair to Upper Canada, or at all events to stretch fairness to its utmost limit; because they set selected portions of the States against her as a whole, and because the Western States are growing, to the extent of the native portion of the immigration, at the expense of the others. Of the increase of the Western States a large portion consists not of additions to the country as a whole, but of mere removals from one part of it to another; while the increase shown to have taken place in Canada West, is an increase on the whole. The difference which this fact makes in the calculations will be illustrated immediately, though already it can hardly fail to have been observed from the disproportion in the rate of growth above exhibited between the newer States and the Union as a whole.

There are one or two remarks of a general nature which I would first make in relation to the States in the West.

Their most rapid increase takes place usually during the earlier periods. To no inconsiderable extent it springs from the wish to obtain possession of the lands at the original Government prices. As soon as the prospect presents itself of an early sale of these, often before they are surveyed, a rush is made upon them. By and by, the best portion of the lands being taken up, while numbers, large numbers it may be, still come in, the crowd moves in another direction; or waits in anticipation of the early opening of some newer territory. At this moment parties are passing on from the older to the newer portions even of Iowa, while others are looking with desire mingled with hope to the vast regions on the Missouri River, still in the hands of the Indians.

How far our friends on the other side are gainers on the whole by these unlimited facilities for the obtaining of new lands may admit of a question. From what I observed in the West last summer during a journey of 3.200 miles through Michigan, Illinois, Missouri and Iowa, I should doubt the immediateness, at all events, of the gain. The issue will by and by perhaps be good; and that is a great deal—the grand point indeed so far as the race is concerned—but this spreading out so largely involves now, I am disposed to think, no small amount of unnecessary hardship; holds civilization, for the time being, at a lower level than it would otherwise reach; and tasks the church and the nation to supply to the extent needed, the means of Christian and general instruction; though in the latter case it may be chiefly the agents that sre wanted from abroad, as an appropriation for schools is generally made in these newer regions, at an early period, if not from the very first.

Let us look now for a moment or two at the effect of comparisons of selected portions, that the severity of the test to which Canada has been subjected may be seen.

Take, by way of experiment, the Home District—(we use the old name for greater convenience)—setting it over against the States selected.

That District contained in

1799,	-	-	-	-	224 In	habitants.
1824,	-	-	-	-	16,609	do.
1834,	-	_	-	-	45,508	do.
1842,	-	-	_	-	83,301	do.
1850,	-	-	-	-	112,996	do.
			(	Smith	's Canada, vo	ol. 1st, p. 271.

Here we have an increase in 51 years of more than 500 times; while Ohio, whose population amounted in 1800 to 45,365, shows in fifty years an increase of between 48 and 49 times. To be sure by carrying it back ten years farther—to 1790 when it numbered 3000—it is brought up in 1850 to over 730 times; but this only



increases the advantage of the Home District, which in the year in question contained none at all.

The population of Indiana was in 1850, when it numbered 1000, 000—177½ times what it was in 1800 (5,641); but this it will be perceived is greatly under the Home District within the same time.

Here we see how conclusions drawn from particular cases may mislead when applied generally.

While in Upper Canada there have been differences in rate of growth, yet the comparative rate is hardly less satisfactory than the amount on the whole, the different sections having generally maintained a fair proportion to one another.

The Gore and Wellington District (formerly one) present us, for instance, with an increase of more than 19 times in 33 years; having advanced between 1817 and 1850 from 6,684 to 130,661. Within the same period the Western District has risen from 4,158 to 31,199—an increase of over sventimes; Middlesex from 8,907 to 46,805—between five and six times increase; Norfolk County from 3,137 to 17,504—between five and six times; Niagara District from 12,540 to 46,543—nearly four times; while in seven years Oxford has nearly doubled, having increased between 1841 and 1848 from 15,621 to 29,219.

Well, it may perchance be said, it would seem all is right thus far; for we have not merely been increasing in numbers as rapidly as our neighbours when we had supposed our growth slow compared with theirs; but more rapidly, much more rapidly: what however is to become of us in the future? The immense European immigration pouring in annually to the States, will certainly in a short time turn the tables completely against us. This is another popular fallacy. In spite of all we have heard on this topic, or may have joined in saying on it, the balance here too is in our favour, largely in our favour. We receive, in proportion to our numbers, a much larger share of immigration than our neighbours.

"The World's Progress" (p. 309) sets down the immigration from Europe, during the year ending 30th September, 1848, at 218,453. For the year ending June 30th, 1849, it amounted to 299,610; (Ibid. 698.) Since that it has risen, I believe, to something over 300,000. The immigration into Canada amounted in 1845 to 25,375; in 1846, including 2,864 from the United States, it reached 35,617; being exclusive of these—32,753.

For the sake of comparison reckon that for the States 300,000; and that for Canada 30,000: this will come, we presume, on both sides, very near the fact.

Throwing the slaves out of the calculation, the population of the States is to that of Canada about as fifteen to one; while the addition made to it by immigration, instead of being (what it would require to be to equal our increase from the same source,) as fifteen is only as ten to one.

Thus is our assertion demonstrated that here too the balance is in our favour, largely in our favour.

In the Globe of last Saturday, as doubtless many now present have observed, the fact which I have just stated was shown in regard to the immigration from the British Islands. You will perceive it holds in relation to the entire immigration. Though I had made my calculations before I saw that article, the confirmation it afforded of the conclusions I had reached, (for which, I confess, I had hardly been prepared,) gratified me much. My notice of this matter will be excused, as I would not like to seem to take a good idea even from a newspaper without acknowledgment, the gentlemen of the press having the same right which others have to the credit of their own productions.

In Davis's "Half Century" (Boston 1851) the immigration into the United States between 1830 and 1850, is estimated (p. 29) at 1,500,000, or over. Scobie's Almanac for 1848 (p. 54), reports 466,179 as the Canadian immigration for the 18 years between 1829 and 1846 inclusive. For the two deficient years add a tenth, 46,618—the number for the twenty will amount to 512,797. Between our population and that of the States the discrepancy was much greater during the period in question than it is now. Call the proportions, however, the same then as now (in doing which we relinquish a very large advantage) our immigration compared with that of our neighbours is more than five to one. Theirs, instead of fifteen which their population requires, is only three to our one—hardly that.

On this topic we would merely add that the immigration to Canada for 1851, was up to 11th Oct., 40,299 (Canadian Directory, p. 58.)

Be it observed I am not depreciating the United States. For running them down the facts brought out furnish no room. Did they, however, do so, I would scorn to use them for such a purpose. The man who can seek to elevate himself, or that which is his, at another's expense, I despise. Moreover, he who thus acts pays himself, his friends, his country, a very poor compliment. I wish simply to show that taking what is recognized on all hands as the very beau ideal of progress—an example of it hardly, if at all, to be paralleled—we are progressing at a rate which should, not merely, stifle complaint, but inspire the warmest gratitude and the brightest hope. In what I am doing I consider myself but as giving God, our Helper, the source and sustainer of the progress described, "the glory due unto his name."

Hitherto I have dealt exclusively with the increase of our population, that which, in connection with its character, forms the basis of National prosperity. Let us now direct our attention to the increase which has been going on, at the same time, in the quantities of land under cultivation, in agricultural and other products, in stock, and in the property represented by the Assessment Rolls, with the rise in the value of Land.

The Western District contained:-

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In 1842, - - 69,355 Acres of Land under cultivation,

1844, - - 82,726 do. do.

1849, - - 115,708 do. do.
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1850, - - 425,279 Acres were occupied. How much cultivated, I cannot say.

In the London District, the quantities under cultivation were;-

In	1842,	-	-	-	-	112,633	Acres
	1844,	- ~	-	-	-	130,829	do.
	1848,	-	-	-	-	177,752	do.

The Oxford District stands as follows :-

In	1842,	-	-	-	-	67,397	Acres cultivated.
	1844,	-	-	-	-	8 <b>3,</b> 0 <b>46</b>	do.
	1849,	-	-	•	,-	125,741	do.

We find in the Gore District:-

In 1842,	-	-	-	222,098	Acres under	cultivation.
1844,	-	-	-	266,848	do.	do.
1848,	-		-	310,513	do.	do.

The Home District shows the following returns:-

Ιn	1801,	-	-	-	-	4,281	Acres	cultivated.
	1811,	-	-	-	-	14,578	do.	do.
	1821,	-	-	-	-	39,732	do.	do.
	1831,	-	-	-	-	101,290	do.	do.
	1841,	-	-	· <b>-</b>	-	253,708	do.	do.
	1848.	•	-	-	-	376,909	do.	do.

By way of specimen of the increase of products between 1842 and 1848, we select two or three items. The former of these years yielded, in Upper Canada, 2,321,991 bushels of wheat; 478,117 of oats; 3,699,859 lbs. maple sugar; 1,302,510 lbs. of wool: the latter, 7,558,773 bushels of wheat—an increase as compared with the former year of 4,336,782 bushels; 7,055,730 bushels of oats—being an increase of 2,267,563 bushels; 3,764,243 lbs. maple sugar—an increase of 64,384 lbs; with 2,339,756 lbs. of Wool—a quantity exceeding that of the former year by 1,037,-246 lbs.

To illustrate the increase in stock, we give (Smith, vol. i. p. 122) the returns for Upper Canada of horses, milch cows and oxen for the years 1825, 1835, 1845, and 1847. These are:—

			HORSES.	MIDCH COMP	OXER.
In 1825.	_	-	22,589	51,216	23,900
18:5.	_	_	47,724	109,606	46,066
1845.	_	_	98.598	199,537	65,127
1847,	-	•	113,812	218,653	72,017

A table is given in Scobie's Almanac for 1850, of the crops of the United States for the years 1840 and 1847; from which it appears that in proportion to population, we are much before our neighbours as to amount of agricultural products, with the excep-



tion of rye and maize, in which, especially the latter, they greatly exceed us. There were produced for each inhabitant in the first of the years compared—4.96 bushels of wheat in the States; in Canada—6.62: in the States—7.21 Oats; 9.85 in Canada. Canada yielded 16.62 bushels of potatoes, while the yield of the States was only 6.35. For the second year (1847) the quantities stand:—the States—wheat, 5.50 bushels; oats, 8.09; potatoes, 4.86. Canada, 10.45 wheat; 9.75 oats; 6.57 potatoes.

The assessed value of property was:--

n 1825.	-	-	-	-	£2,256,874	7	8
1835,	-	-	-	-	3,880,994	13	6
1845.	-	_	-	-	7,778,917	9	6
1847.	-	-	-	-	8,567,001	1	0

Of these returns it is to be observed that they show only the relative increase of value; and not, except about the earliest period, its true amount.

The difference between the real and the assessed value, about the times compared, will be illustrated by the following extract from a letter addressed by James Scott Howard, the intelligent and respected Treasurer of the County of York (late Home District), to William Gamble, Esq., Chairman of Finance Committee, bearing date, Treasurer's Office, County of York, January 30, 1850: which confirms at the same time the view already given of the progress of that District.

"In 1801," that letter says, "the population was only 942; in 1848, it had increased to 83,000! Making an average increase in the 47 years, of 1,746, or a total of 82,058! The cultivated land in the same year was supposed to be but 4,281 acres, while in 1848, it had reached to 376,909 acres. The assessed value of property in 1801, would amount to £12,555; but in 1848, it amounted to £1,105,396, The great increase in the value of land, is strongly illustrative of the progress made. When the assessment law of 1819 was passed, the legislature estimated cultivated lands, on an average, at 20 shillings, per scre, and uncultivated at four shillings; in 1848, the people themselves valued the former at £5 15s. 5d. per acre, and the latter at £3 3s. 3d.,—nearly five hundred per cent. advance on cultivated, and nearly 1,500 per cent. on uncultivated. But to show in addition the rapid progress, it is only necessarry to take one example out of many, and that is, that the entire taxes of the now populous and wealthy townships of Whitby and Pickering, in 1801, amounted together only to £3 0s. 3d, while in 1848, the former paid £864 15s. 5d., and the latter £695 18s. 3d.,—making altogether £1,560 13s. 8d."

The letter from which the above is taken, is accompanied by a set of tables, which show, on an estimate, excluding a considerable number of items in consequence of want of information—"Real property to the amount of £4,992,236; Personal property £1,206,487, and the products of 1848, £517,359; making a grand total of six millions, seven hundred and sixteen thousand, six hundred and eighty-two pounds."—[Minutes of the Municipal Council of the County of York, 1850.]

The general correctness of the above estimate is corroborated by the returns of the aggregate value of the assessed property of the County in 1851, made by the several Township Clerks; which show a total of £5,865,627—the particulars of which are given in the Minutes of Council for 1851.

The rise described in Mr. Howard's letter as having taken place on the price of land in the Home District, may, we conceive, be taken as not far from the average rise throughout the Upper Province—the greater portion of it at least. For example, in Oxford, wild land cost in 1795, 2s. 6d. per acre; in 1817, 12s. 6d.; in 1850, £1 10s. to £2 10s. Its price in the Township of Townsend (Norfolk County) was, in 1796, 1s. 3d. per acre; in 1817, 7s. 6d.; in 1850, £2 12s.: cleared land £5 6s. In Pelham (Niagara District), uncleared land brought in 1790, 1s. 3d.; in 1817, £2; in 1850, £3, per acre; cleared £6.

In particular sections of the country, prices range much above those just named. Uncleared lands on the road between Brantford and Paris, which were purchased in 1834 at one pound per acre, could hardly be obtained now under £7 10s., if even at that price. In this District there are Townships where they would run quite as high; and we believe it to be the same in other parts of the country.

We have seen that the returns of the Township Clerks for 1851 rate the property of the County of York at considerably over five times the estimate for 1848. During the three intervening years, an actual increase had of course taken place; though to what extent it may not be easy to say. It can hardly be supposed to have been such as to reduce the difference between the real and assessed values (as formerly exiculated) to much under five times. Suppose four times to be about the difference obtaining through the country generally, that would make the value represented by the returns for Canada West in 1847, £34,268,004 4s. Lest I should have made the difference too great, throw in a year, and reckon the above as a fair approximation to the actual value for 1848. Is not this a fair amount of property (though certain descriptions are not included in the estimater) to be distributed among 791,000 individuals, old and young? It allows for each, children as well as adults, an average of £43 1s. 42d. Can the country which is in the possession of this be justly held to be very poor?

Convert the above sum into dollars and cents, it makes \$137,-072,016 80 cents. "Well," say you, "what of that?" You shall see.

Whether the real and assessed values correspond as nearly in the State of New York as they now do in Upper Canada, I cannot say; but suppose them to do, assuming the calculation given above to make a fair approximation to correctness, the not disagreeable fact is brought out that, in proportion to our population, we are not much poorer than our neighbours of the Empire State.

According to the American Almanac for 1851 (p. 237), the value of the taxable property of the State of New York for 1848, was \$666,089,526: something less than five times ours, with a population over four times; including also, be it remembered, the wealth of the City of New York.

While these calculations are not given as certainly representing the facts to which they relate, but rather as suggesting an interesting subject of enquiry; we may claim to have been at least as philosophically and as profitably employed in making them as in grumbling over our poverty, real or supposed, compared with our neighbours on the other side of the Lake.

The contrast which Canada West presents now to the published descriptions of it by travellers of comparatively recent date, is remarkable indeed.

Talbot states (vol. i., p. 110) that when Col. Talbot commenced his settlement in 1802, "there was not a single christian habitation within forty miles of his . . . residence." This city, (then York) he describes, after 1818, as being the most westerly town in the Upper Province; and asserts that between this and Amherstburg, a distance of 325 miles, few villages, and those few of a diminutive size, are to be met with. Dundas, Ancaster, and Burford, he declares to be the only places which, from the multitude of their inhabitants, bear the loast resemblance to villages; and the whole population of the three together, he represents as " not exceeding 600 souls." (Vol. i., p. 120.) Thirty years before the time of his writing (he published in 1824), "there was not," he says, "a single human habitation between York (this city) and the French settlements on the St. Clair, excepting the widely scattered and undisturbed retreats of the numerous Indian tribes, most of whom," he adds, "have since retired to more remote regions." (Vol. i., p. 121.)

Dr. Howison, the third edition of whose sketches bears date 1825, in describing a journey which he took from the Tabot Road to the head of Lake Erie, mentions (p. 199) that his road lay through what were then called the Long Woods, where there was a stretch of 37 miles of uninterrupted forest with only one house within the whole distance; just such a solitary trip as I had myself the pleasure of making last summer in Iows, with the exception that the solitude consists there of prairie, instead of forest.

These wildernesses are now filled with towns and villages—many of them of considerable size and beauty; and numbers of them wealthy. Let us look at a few of them.

The site of this large and handsome city, was, in 1793, occupied by a single Indian Wigwam (Talbot, vol. i., 100): inhabited as would appear from Bouchette (vol. i., p. 89), by two families of Mississaugas. A few years ago I had the pleasure of dining with an old farmer on the Don, who told me that he built, I forget



whether the first or second house in it. The lot, on King Street, of course, was given him for nothing, on condition of building on it; and he might have had as many as he pleased on the same terms. The Government House was at that time a tent; erected, I believe, in the ravine East of the present site of the Parliament Buildings. Having been an old Loyalist Volunteer, my friend received his supplies of flour from the Commissariat, there being then none to be had anywhere else. He had the choice of the whole neighbourhood, including the present site of greater part of the city, as a farm; but he selected the bank of the Don, three miles from this, on account of its being better land—a choice which will not surprise any one if the description given by Talbot makes any approach to the truth. His account, which we quote as a curiosity, is as follows:—

"The situation of the town is very unhealthy: for it stands on a piece of low marshy land, which is better calculated for a trog-pond, or beaver meadow, than for the residence of human beings. The inhabitants are, on this account, much subject, particularly in spring and autumn, to agues and intermittent fevers; and probably five-sevenths of the people are annually affected with these complaints. He who first fixed upon this spot as the site of the capital of Upper Canada, whatever predeliction he may have had for the roaring of frogs, or for the effluvia arising from stagnated waters or putrid vegetables, can certainly have had no great regard for preserving the lives of his Majesty's subjects. The town of York possesses one great advantage, which is that of a good but defenceless harbour."—
(Vol. i. p. 102.)

It was in 1794 (Bouchette, vol. i. p. 89) that the ground was fixed on and the Government Buildings commenced. The population of the city was:—

In 1801 336 1817 1,200 1826 1830 2.860 1832 4.000 1342 15.336 1845 19,706 1850 25,166 It is now, 1852, 30,-763. According to the census returns for last year, the assessed value amounts to £186,983 5s., on which there is a taxation of £17,429.

From Talbot's description of the city I will select a few items which will assist you in forming some idea of the improvement that has taken place.

"It contains," he says, "1336 inhabitants, and about 250 houses, many of which exhibit a very neat appearance. The public buildings are a Protestant Episco at Church. a Roman Catholic Chapel, a Pr sbyterian and a Methodist Meeting house, the Hospital, the Parliament House, and the residence of the Lieutenant Governor."

"The Episcopal Church is a plain timber, building of tolerable size, with a small steeple of the same material. It has an extensive burial-ground, which is tastefully fenced and planted."

"The Roman Catholic Chapel, which is not yet completed, is a brick edifice, and intended to be very magnificent."

"The York Hospital is the most extensive public building in the Province, and its external appearance is very respectable."

Speaking of the streets, which he describes as "regularly laid out, intersecting each other at right angles." he states that "only one of them is yet completely built: and, in wet weather, the unfinished streets are if possible, muddler and dirtier than those of Kingston."

How changed the picture now. Into any extended description of the difference I cannot enter, which, to do it justice, would require a lecture for itself. With the Hospital, which still stands, compare the splendid Provincial Lunatic Asylum. Look at the elegant Cathedral, close by, which occupies the site of the "plain timber Episcopal Church, with its small steeple of the same material." Pass up the street and cast your eyes on the Roman Catholic Cathedral-to which no one would hold the epithet "magnificent" to be misapplied, with its chaste Bishop's Palace by its side. Walk a few steps further, and look at the noble buildings in course of erection for the Provincial Normal and Model Schools-which are not less creditable, to the country, as indicating something of the feeling with which education is regarded, -and to the architects and contractors of whose skill they afford such a favourable specimen, than ornamental to the city. From the Normal School return to Saint Lawrence Hall, and tell me how many handsomer structures you have seen in your travels. Step on through King Street, with its splendid stores, and Yonge and Wellington Streets, with their beautiful Banks and Mercantile establishments. Call one of the numerous cabs which offer their accommodation, and treat yourself to a sight of the beautiful churches and other public buildings; Trinity College and the University grounds and building, with our villas on every hand, and tell me where, on the old continent or the new, you will find a city, which, for its age, excels what was so lately muddy Little York.

Toronto is, however, but a specimen of what is going on throughout the country. Hamilton, for example, which was laid out in 1813, and contained in 1836 only 2,846 inhabitants, had grown by 1846 to 6,832, and numbered in 1850 to 10,248. By the census just completed it is brought up to 14,454. It had in 1850 thirteen churches, was lighted with gas, had four foundries, with manufactories of various sorts, several banks or bank agencies, a large number of wholesale establishments, with a multitude of handsome buildings, public and private, and an extensive trade. The duties collected there in 1850, amounted to £59,398 12s. 2d.

Dundas, the neighbour of Hamilton, distant from it only five miles—one of the three places described by Talbot as numbering 600 souls among them, had in 1845 a population of 1,700, in 1850 2,500; and it now contains 3,519. It had in 1850 seven churches, three flouring mills—one of them with six run of stones; a paper mill; a large foundry; an axe factory; a woolen factory, the proprietor of which (Mr. Patterson) had the honour of taking a prize at the world's fair for blankets—with other factories of one sort and another too numerous to mention; several bank agencies; many handsome buildings, public and private; and though last, not least, a newspaper.

Brantford was surrendered by the Indians and surveyed in 1830. In 1844 its population was somewhere near 500. The census of 1850 gives it as 3,200. Now it is 4,000. Its increase during the last ten years has been nearly 300 per cents. It has seven churches; a brick town hall and market house, which cost £2,200; a brick school house, erected at an expense of £700; with two foundries; four grist mills; a stone-ware manufactory; three bank agencies; two newspapers, with many large stores and handsome dwelling houses.

Within seven miles of Brantford stands Paris, which, from a population somewhere near 300 in 1834, had grown in 1850 to 1810, with six churches; five resident ministers; two flouring mills, with seven run of stones; two plaster mills; a woollen factory; two foundries; a tannery; a planing machine; a soap and candle factory; a saw mill; a bath brick manufactory; a bank agency and newspaper, with private residences, in regard to which it is not too much to say that they are worthy of the eminently beautiful sites they occupy. The present population, as shown by the census just taken, is 1905—to which it has cleen from 761 since 1844.

Woodstock, which was surveyed in 1833, contained in 1850, 1,200 inhabitants, with six churches; several mills; manufactories of various sorts, and a goodly number of fine houses—not a few of them brick.

Ingersoll, situated a few miles from Woodstock, has increased about one hundred and forty per cent during the last four years, having in that time advanced from 500 to 1,212.

London, surveyed in 1826, contained in 1850, 5,124 inhabitants; twelve churches—of which three were brick; several bank agencies and insurance companies; three foundries; with other works of various sorts, among them—a large coach factory; three newspapers; a brick school house (in which I saw last autumn, close on 600 scholars), erected at a cost of £1,700. Of the handsomeness of its buildings I need say nothing, for this is recognized by all who visit it. The census just taken shows a population of 7,173.

Turning aside a little from the road by which we have been leading you, we come on Galt, a beautiful town, which from 1,000 inhabitants in 1845, had risen in 1850 to 2,200; with six churches; two bank agencies; two newspapers; a paper mill, and numerous manufactories. Within three miles of Galt is Preston, a thriving town, containing a population of 1,150.

Seventeen miles North East from Galt, stands Guelph, surveyed in 1825, whose population, numbering 778 in 1829, reached in 1850, 4,399. This handsome town contained in the latter year seven churches; 2 bank agencies; several insurance offices; three grist mills; a saw mill; a carding and fulling mill; a foundry; a woollen factory; four tanneries; a grammar school, a library and reading room, and two newspapers.

Niagara, reported by Howison (p. 74) to contain 700 or 800 inhabitants, has now got 3,400; while Saint Catherines, of which he speaks (p. 148) as a "village presenting no claim to notice," has, according to the recent census, a population of 4,369.

According to Talbot (vol. i. p. 58) Quebec contained in 1816, 14,880 inhabitants. Its population in 1850 was 37,365. Montreal, which numbered in 1850, 48,093, contained in the same year (1816) 16,000. Cornwall is described by him as containing 200; its population in 1850 was 1,506. Prescott he sets down at 150; now it is 2,156. Brockville is represented by this same writer to contain 450 souls. Its dwellings, he describes as built of wood, and tastefully painted. It had then "no church" though it possessed a parsonage-house. These wooden buildings have long ago given place to elegant stone structures, which testify at once to the wealth and taste of their proprietors. It contained in 1850 a population of 2,757, with six churches—several of them stone.

Kingston, described by Talbot (vol. i., p. 98), as the largest town in the Upper Province, contained when he wrote, 2,336 inhabitants. Its population in 1850, amounted, after various mishaps, to 10,097. It is now 14,725, and is, besides, though the dark colour of the stone of which its buildings are erected gives them a somewhat sombre aspect, a very handsome city. Its market house is a noble structure. It has eleven churches, several of them beautiful; and is, besides, the seat of a university—that of Queen's College;—and of a Roman Catholic college and cathedral.

"Between Kingston and York" (Toronto), Talbot says, "there are two or three very small villages, the largest of which is Bellewille, containing about 150 inhabitants." In 1850, Belleville contained a population of 3,500; and Cobourg and Port Hope—the two villages, I presume, which he thought too small and insignificant to name—the former 3,700, with seven churches, a college (Victoria, which is rendering important service, especially to that region of country), with an attendance of 60 students, 2 grammar schools, and a cloth factory, "employing about 175 hands, and turning out 800 yards of goods, per day; and the latter (Port Hope), 2,200, with four churches, three bank agencies, several insurance societies, and a weekly newspaper.

Since Talbot's time a number of new towns have sprung into existence between the cities named, of which we can notice only Bowmanville, laid out about 1832, which contained in 1850, 1750 inhabitants, with eight churches, two bank agencies, a weekly newspaper, with four grist mills,—the proprietor of one of which, Mr. Simpson, obtained a prize at the world's fair for a barrel of flour;—saw and oatmeal mills, a cloth factory, three tanneries, and two potteries.

To compare any of our cities, as to growth, with cities of such world-wide repute as Boston or New York, may perhaps be deemed somewhat too bold. As this, however, is an adventurous age, it may be worth while, were it but to prove we are not behind the times, to run the hazard.

Begin we then with Boston—New England's noble capital—which taken all in all, is without question one of the finest cities in the world. Boston contained:—

In 1790,	18,038 in	habitants.	In 1	830,	61,391	inhabitants.
1810,	<b>33,25</b> 0	46	1	840,	93,000	66
1820,	43,298	66	1	850,	135,000	66
		(	(Worl	d's P	rogress, 2	12, 694.)

Dividing the above into two periods of thirty years each, Boston contains at the close of the first, about two and a half times its number of inhabitants at the commencement; while the close of the second shows three and one-tenth times the number of the beginning. The population of 1850 is eight times, or nearly that of 1790: Toronto being in 1850 over six times what it was eighteen years before, to wit, in 1832; more than 75 times what it was 49 years before, or in 1801. Between 1840 and 1850, the increase is—on Boston, 45 per cent; on Toronto, 95. The recent census makes the increase between 1842 and 1852—100 per cent.

New York, the emporium of the New World,—a city that, for for its age, will, we suppose, vie with any on earth—numbered:
In 1790, 33,131 inhabitants.
1810, 96,373 "
1830, 202,548 "

In 1840, 312,710 inhabitants.
1850, 517,000 "

[World's Progress, 444, 701.

Its increase thus stands as compared with Toronto, two and a half times in the twenty years between 1830 to 1850, against six times in the eighteen years between 1832 and 1850, or nearly eight times

in the twenty years between 1832 and 1852; sixteen times in sixty years against seventy-five in forty-nine; sixty-six per cent. between 1840 and 1850, against ninety-five.

Hamilton contains now (1852) over five times its population in 1836,—an interval of only sixteen years. In 1850, Montreal contained over three times that of 1816; Quebec fully two and one-eighth times, and Sorel about four and one-half times, or 6,646 inhabitants in the place of 1500.

Perchance we may be asked how our Canadian cities compare in growth with Cincinnatti, or Saint Louis? Very favourably, we reply, as the following statistics prove:—

The population of Cincinnatti was in 1850,—when it reached 115,590,—about twelve times its amount in 1820, (thirty years before,) when it numbered 9,642—[World's Progres-, 245];—while Toronto had, in the same year (1850) eighteen times its population in 1817—that is, 33 years before; and has now (1850) over twenty-five and a-half times.

Davis's "Half Century" (p. 29) reports Cincinnatti at only 82,000—nearly 24,000 less than the statement we have adopted. We have given the larger number, because being professedly taken from the census of 1850, we suppose it the more correct; and because too we would do our neighbour full justice.

Saint Louis contained in 1820, 4,597 inhabitants; and in 1850, 70,000—a trifle over fifteen times the previous number. Toronto, as we have seen, had in the latter year, eighteen times its population in 1817.

During the last thirty years our growth has thus, in its rate, exceeded that of both these cities, which among those of the west hold first rank.

To the specimens already given of rise in the value of land in the rural districts, we add a few illustrative of what has been taking place in the towns and cities:

In 1840, the Government paid £19,000 for 32 acres of land in Kingston; part of a lot of 100 acres which had cost the party from whom the purchase was made £500. Bishop Macdonnell paid, in 1816, £500 for 11 acres in the same city. The front portion of the block was laid out in 1840, in quarter acre lots, which brought from £160 to £250 a-piece.

Perhaps it may be said that land in Kingston had, at the time in question, an undue value given it by the circumstance of the city's being made the seat of government. Be it so; Brantford has never been the seat of government: yet two lots in Colborne Street, which cost originally £10 for sixty-six feet, were sold last summer—the one for £25, the other £30 per foot. A lot was pointed out to me last autumn, in one of the second or third rate streets in London, for which I was told from £7 10s. to £9, could easily be got.

Forty acres of land in this city, extending from Richmond up to Gerard Street, were sold (how long ago I cannot say), by Hon. Mr. Crookshanks to the late Hon. Mr. McGill, for 23s. 9d. per acre; which now average in value, I presume, not less than £750 per acre. The McGill property, valued by the proprietor in 1823 at £4,000, is now supposed worth from £75,000 to £100,000. Six acre lots on Yonge Street, which cost in 1825, £75; could not be purchased now, probably, under £1000.

Those who have been for any length of time acquainted with the country, must be struck with the improvement going on in the character of the houses; the handsome frame, or brick, or stone dwelling, rapidly taking the place, in all the older localities, of the log-cabin.

The roads are likewise improving fast. For example, in the spring of 1837, I journeyed from Brantford to Hamilton in company with a friend. We had a horse which, according to the fashion of these now ancient times, we rode in turn. Night came on ere we reached Hamilton. The road was in such a state that neither of us could venture to ride. Compelled to dismount, we had for the sake of safety, to plunge on through the mud, leading our horse, and sinking deep at almost every step. Such was my exhaustion, that on reaching the friend's house whither we were going, I had to rest myself by leaning my back against the door. A macadamised road of the first class now stretches, and has long done, over the puddle through which we thus laboriously forced our way.

Twelve or fourteen years ago I travelled several times between Guelph and Hamilton. Of the character of the road it would be useless to attempt giving a description to those who have not seen it. The thought of the journey used almost to terrify me. On one of these occasions-of which the recollection is still fresh, and likely long to be-I met a friend midway; when turning aside round a large mud hole, half occupied by a great stump, we halted under the shadow of the huge pines which skirted the road; and inquired of one another's welfare, and of the "going," very much as ships meeting at sea make mutual inquiries as to longitude, latitude, course, and so forth. Not far from the time of which I speak, a minister, who had just come out from England and was going to Guelph with his family, was, by a shrewd friend who accompanied him, taken round by Brantford-a distance of 57 miles or thereabouts Austead of proceeding direct from Hamilton (26 miles), under the idea that had the new-comers gone through the road I have mentioned, they would, on reaching their destination, have imagined themselves to have got whence there was no egress. No trick like this, which was reckoned a clever one at the time, would now be necessary; as between Hamilton and Guelph there is an excellent macadamised road. At present the journey from Toronto to the latter place, which would then have required nearly two days, is performed in about twelve or fourteen hours, and will, when the projected railway opens, be accomplished, without fatigue and at a trifling expense, in a couple of hours, perhaps less.

Ere long, the plank road, which is so fast pushing the venerable corduroy back into the woods, will have to retire before the railways with which the land is likely to be covered.

How improved our condition in regard to the conveniences of life, compared with what it was a few years ago.

The first steamboat on the Saint Lawrence was built in 1809. It made its passage between Montreal and Quebec, for which it charged nine dollars (eight down), in thirty-six hours actual sailing, being sixty-six in all between the two ports. A second was launched in the spring of 1813, whose time was twenty-two and a-half hours. The passage is now made up in fourteen hours, or less, and down in about eleven, at a charge varying from two and a-half to three dollars. The year 1816 added two to the number of the Saint Lawrence steamers. The first Upper Canadian steamers belong to the year 1817, when two were built, one to ply between Prescott and Kingston, the other on the bay of Quinte. Now they cover our lakes and rivers, and every year is adding at once to their comfort and beauty. The charges too at which their accommodations are afforded, are generally speaking moderate. In 1849, their number on Canadian waters amounted to 103; with a tonnage of 16,156 tons: since which time, we presume, a considerable addition has been made to We are to have daily this summer, it is intimated, a through line to Montreal; and a mail line, touching at the intervening ports.

In 1792 we were blessed, it would seem, with an "annual winter express between Montreal and the Upper Countries," comprehending Niagara and Detroit. Now we have not merely the mail distributing its precious load daily through almost every part of the land, and in its remotest regions once or twice a week; but the electric telegraph, by which we can, in a few moments, communicate with all the main parts of the country, and the leading cities on the other side of the lines. A message which I gave in last summer to the office in Chicago about 12 o'clock noon, was delivered in Montreal within two hours.

To get an idea of the post office accommodation we enjoy, it is worth your while to look into Scobie's excellent Almanse for this year, where you will find over five pages of names of offices and post-masters. For the trifling sum of three pence we can send a letter, or as many of them as may be brought within half an ounce weight, from one end of the land to the other. Nor is this all, we have a cheap book and parcel as well as letter postage.

The mercantile progress of the country outstrips, if possible, i.s progress in the respects we have been contemplating. At least it fully equals it.

In 1805, 146 vessels, with a tonnage of 25,136 tons arrived at Quebec; the vessels numbered in 1827, 619, with 152,712 tons; while in 1849 the vessels reached 1184, besides 144 to Montreal, in all 1248, with a tonnage of 502,513 tons. 'The tonnage arrived at Quebec last year amounted to 531,427—besides 230 vessels

to Montreal (Globe 3rd Feb., 1852.) In the year 1849, the tonnage of vessels registered in the Province was 87,461 tons, nearly 3½ times the amount of the whole tonnage to the country in 1805. The vessels were 723, (Scobie's Almanae, 1851) all but five times the number trading to the country in the year 1805. The value of the imports to Quebec was in 1850—£688,441 10s. 9d.; in 1851—£833,929 5s. 10d.

According to an agreement made with Lower Canada in 1795, by which the Upper Province was to receive an eighth of the "duties phyable on goods, wares, or merchandize, entering the Lower Province," the share of Upper Canada amounted in 1801 to £903 currency. The customs of Upper Canada yielded in 1846, £391,-171 1s. 3d. For the United Province the duties collected in 1850 reached the sum of £615,694 13s. 8d.

Canada imported in 1850 articles to the value of £4,245,517. Its exports, during the same year, of its own domestic products, amounted to £2,669,998.—(Scobie's Almanac, 1852.) During 1850, 1250 vessels passed down the Welland Canal and 1259 up; while last year the down vessels amounted to 1752, and those going up to 1748.—(Quebec Gazette—Toronto Globe, Feb. 3rd, 1852.)

How we stand in relation to some of these points when compared with the United States, the following returns will show.

The total customs received into the Treasury of the United States for the year ending June 30th, 1849, amounted, as given by the American Almanac for 1851, to \$28,346,738 82 cents—that is, between eleven and twelve times the customs of Canada (£615,694 13s. 8d—\$2,462,778 74 cts.) with a population more than fifteen times ours.

The value of the products of the United States exported in 1849, was \$132.666,955—(American Almanac 1851, p. 172):—less than thirteen times ours in 1850 (£2,669,998, or \$10,679,992) for a population fifteen times as large.

Between the value of the imports of the two countries for the years specified the difference is still greater, those of the States being under nine times ours—to wit—\$147,857,439—against £4,245,517 or \$16,982,068.

In the President's Message for last year the exports of 1850 are shown to have reached a sum considerably higher; but as the difference is described to have arisen, not from the increased quantity of products exported, but from a temporary rise in price in the earlier part of the year, it affords no fair basis for comparison.

From a table given in the American Almanac for 1851, (p. 165; see also Davis's "Half Century," p. 29) showing the exports, imports, &c. for each year between 1791 and 1849, it appears that the exports of the United States reached their highest value in 1839, when they rose to \$162,092,132, being \$1,892,252 over fifteen times ours (the proportion of the population) for 1850.

Small as this excess is, it is in appearance only it exists, because the sum named above includes, not as it ought to do, the products of the country merely, but the entire exports. The difference between the two in that year I have no means of ascertaining; but in 1849 it was \$29,425,177. Suppose it to have been the half of this in 1839, an addition of thirteen millions or thereabout would be necessary to bring up the exports of the United States in their highest year to ours for 1850, the difference in population being taken into account.

It is time our remarks on the material interests of the country were brought to a close. Thanking you for your patience and courtesy, I must reserve what I have to say on its higher interests—those, namely, of a mental, spiritual, and civil character,—as also its prospects, till this night fortnight, when, with your permission, the subject will be resumed.

In what does the Eloquence consist.—The terms "eloquent" and "eloquence" has frequently been misapplied in consequence of a misapprehensoin of their true signification. The two following maxims from the pen of that celebrated French moralist LaRochefoucauld should be laid to heart by all who make any pretensions to that much coveted and potent accomplishment; or who have any ambition as public speakers to captivate and convince an audience.

 There is as much eloquence in the tone of voice, in the eyes, and in the air of a speaker as in his choice of words.

2. True elequence consists in saying all that is necessary, and nothing but what is necessary. Mark this well.



#### LECTURE SECOND.

#### LADIES AND GENTLEMEN:

In accordance with the intimation given at the close of last Lecture, I have to call your attention, this evening, to the progress which is being made by Canada, Canada West especially, in her higher intereste, or those of a mental, spiritual and civil character; with the prospects which are opening upon her.

Mr. Smith tells us that the number of newspapers in Canada in 1810 was five, which were all published in the Lower Province. Kingston has now, if I am not mistaken, as many; Hamilton has, I believe, one more; Quebec somewhere about twice, and Montreal and Toronto each more than thrice the number. Canada West, which in that year had none, must I conclude, from a list I have just seen, have over ninety—not much probably under a hundred. The whole number in the Province I cannot positively say; but judge it must be at least a hundred and fifty—or thirty to one what it was forty-two years ago.

This, I am disposed to believe, our friends on the other side would call going ahead. Ninety where within the memory of by means "the oldest inhabitant" there were none, they would, at all events, recognise as a very creditable advance.

On few things do our neighbours pride themselves more, justly we believe, than on their newspapers. Yet, young as we are, we have nothing to fear from comparison even here.

The number of newspapers in the United States, as stated by Davis in his "Half Century" (p. 93) was 200 "as nearly as can be ascertained," in 1800; 359 in 1810; 1,000 in 1830; 1,400 in 1840; and in 1850 about 1,600. Of this last number 371 were in the New England States, and 460 in New York. The "World's Progress" (p. 445) reports 1,555 in 1849. A calculation I have lately seen reckons them now 2,800.

Taking this latter autheir present number the supply would be, in proportion to population, equal to about 180 to us; or 90 to Canada West, which is rather under than over the fact.

With twenty millions of people to whom to look for subscribers provided he succeed in securing the general respect, an Editor can, of course, afford an expense for the procuring of information and the command of telent, which would otherwise be beyond his reach. Hence should individual papers be found among our neighbours excelling ours in fulness and ability, it would be but what was reasonably to be anticipated. Whether this be the case in fact, or to what extent, I cannot say; but from the specimens I have seen on both sides, which have been somewhat numerous, I question whether ours will not, on the whole, compare favourably with theirs in character. My impression is that they will. Without pledging myself for the correctness or propriety of all their contents, which, I conceive, their conductors would not always defend on reflection, I but state the truth when I say that the amount of good writing and good thinking contained in them has often surprised me.

The number of book-stores found in our cities and larger towns, viewed in connection with the extent of their stocks; and the books contained in the libraries of our various institutions and met in our dwellings, would seem to indicate that a taste for reading exists: while the character of many of them shows it to be to a considerable extent correct; though, we doubt not, improvement in this particular is at once possible and desirable.

In Education—one of the first interests of a community—a progress highly satisfactory is being made, as the following particulars derived from the Chief Superintendent, the Rev. Dr. Ryerton's very valuable Report for 1850 demonstrate.

The number of Common Schools in operation in 1846 was 2,589; containing 101,912 pupils, and being austained at an expense of £67,906 19s. 1½d. In 1850 the schools numbered 3,059, and the pupils 151,891; with an expenditure of £88,429,8s. 7½d—an increase of 470 on the schools; 49,979—close on fifty per cent.,—on the pupils; and, on the amount of expenditure, £20,522 9s. 5½d. Besides this, £14,189 14s. 0½d. was appropriated to the erection or repair of school-houses—an item of which, previous to 1850, no return was made. As compared with 1842 the sum available for the salaries of common school teachers was considerably more than double—being £88,429, against £41,500.

Between 1847 and 1850 the private schools have increased in a still grearer ratio, having advanced from 96, with an attendance of 1,831, to 224, with 4,663 scholars—a result gratifying on a variety of accounts. The Academies and District Grammar Schools have advanced, within the same time, from 32, with 1,129 pupils, to 57, with 2,070; which is nearly doubling both the institutions and their attendants in the brief space of three years.

The grand total in attendance on educational institutions was in 1842, 65,978; in 1846, 101,912; and in 1850, 159,678.

Compared with previous years there is in 1850 some diminution in the number of pupils in Colleges and Universities; which will, we trust, prove only temporary, the attendance having risen between 1847 and 1849, from 700 to 773.

The following particulars, derived from the American Almanac for 1851, will assist us in forming an idea as to how we stand when compared with our neighbours, in regard to the number of our common schools and the parties being educated in them, with the sums expended in their support.

In Ohio, with a population over two and three-fourths ours, there were in 1848, 5,062 schools, with 94,436 pupils, sustained at a cost of \$224,801 44 cents—or £56,200 7s. 3d.; of which \$149,205 44 cts. were from public funds, and \$75,596 from other sources (p. 277).

Illinois, whose population is over a fourth more than ours, had in 1848, 2,317 schools, with an attendance of 51,447 pupils, supported partly by the proceeds of a school fund and partly by tax. The amount expended for the year I could not gather from the statement given (p. 286).

Michigan with a population nearly two-thirds ours, had in 1849, 3,060 schools, containing 102,871 pupils; towards the support of which \$52,305 37 cts. were paid from the School Fund, and \$75,-804 92 cts. from taxation—in all \$128,110 29 cts., or £32,275 1s. 5d.

Michigan had thus in 1849, in proportion to its population, about the same number of scholars we had in 1850. While, however, the number of schools was a third more than ours, in proportion to population (one more only in fact); the sum paid for their support was much under one half—a circumstance which, when we consider that our teachers are under, rather than overpaid, suggests doubt as to efficiency. With them the number of female teachers is much larger than with us, which accounts, in part, for the difference.

With a population a fourth over ours, Illinois had in 1848, 271 fewer schools than we had in 1846, with only about half our number of pupils; about one-third our number of pupils in 1850, with 742 fewer schools.

Ohio had in 1848, with a population two and three-fourths ours, about double our number of schools, with 7,476 less than our number of pupils in 1846; considerably under two-thirds our number in 1850. The amount paid for their support came short of ours in 1846 by £11,706 11s. 10åd.

It would thus appear that in the very important matter of Common Schools we are decidedly before the states just named, which may, we suppose, be taken as a fair specimen of those of the west generally.

The number of schools in the State of New York in 1849, was 13,971—a little more than four and one-half ours for 1850, with a population about four and one-twenty-secondth. Of pupils in attendance, the number was 778,309; exceeding ours, according to population, in a proportion somewhere near four and one-fifth to four and one-twenty-secondth. On the support of these schools the sum expended was \$1,115,153 62 cents, or £275,788 7s. 7½d—under three and one-fifth ours. For our population then we have in 1850 spent a considerably larger sum on common schools than did the State of New York in 1849.

The pupils taught in private schools in New York State are supposed to amount to about 75,000; a number about equal to four times ours, after allowance for the difference in population. In this particular, our neighbours have largely the advantage of us.—
[American Almanac, 1851, p. 236.]

Massachusetts had in 1849, 3,749 public schools, with an attendance of about 180,000 pupils (173,659 in summer—191,712 in winter); costing \$836,060, or £209,015. Making allowance for the difference in population,—about a fourth more than ours;—



the number of schools and pupils is nearly the same as ours for 1850—rather under than over—but in proportion to population, the sum paid for tuition is considerably (£10,000) more than double. This liberal dealing with her Teachers reflects high honour on the Bay State; which will, we doubt not, find the money thus expended one of her best investments. Over and above her public schools, this State had in the same year (1839) 1,111 private academies and schools incorporated and unincorporated; in which 31,447 pupils were receiving instruction, at an additional cost of \$302,478.

Thus are we initiated, in some measure, into the secret of the superiority of Massachusetts over her sister states; of the respect she commands every where, and of the influence she is exerting in the newer regions, whither her sons are carrying her churches and schools and modes of feeling, and where their efforts will by and by be crowned with a success which will more than reward them.

In the character of the instruction given in our schools, an improvement is taking place fully equal, we believe, to the progress making in other respects. Here the Normal School is, under the superintendence of its able and indefatigable masters, rendering us great service.

The substitution which there seems a disposition to make, wherever practicable, of large school-houses, erected on the most approved principles, and supplied with all the facilities for instruction which the best text-books, maps, plates, apparatus, and so forth afford,—but above all with such a number of qualified Teachers as admits of proper subdivision of labour and classification of pupils—in the place of the small, ill-ventilated room in which the scholars have been wont to be shut up with their single and oppressed masters is peculiarly gratifying. Schools like those in London and Brantford, which I have had the plessure of seeing in operation, I should think it difficult for any one to visit without wishing to see the country covered with them.

As illustrative of the spirit of our schools, it is worthy of observation that, while no violence to conscience is attempted or countenanced, the Bible is read in 2,067 of them, or fully two-thirds of the whole; and that, in many cases, ministers of the gospel, of various denominations, hold, by the choice of the community, the place of superintendents.

The increase of visits paid to she schools by, "clergymen, councillors, magistrates and others," which were in 1850, 18,318 against 11,675 in 1847, shows a growing interest in them which is pleasing; but the fact by which the country's feeling in respect to them is expressing itself most unequivocally, is the readiness, unanimity, and liberality with which the people are taxing themselves for their support.

For the improvements we have been tracing, so full of hope for the future, it is but justice to acknowledge that we are largely indebted to the intelligence, the singleness of purpose, and the untiring industry with which the Chief Superintendent of Schools is devoting himself to his very important avocation; in connection with the generous and enlightened liberality of the government and the community.

In the number and extent of school libraries, we are greatly exceeded by our friends in the States; but they are beginning to be introduced among us, and will, we hope, ere long, become universal.

Our facilities are increasing in the higher departments of education, as well as the more common. To the number of our grammar schools, considerable additions are, as we have already seen, being made; and we have occasion to know that their general improvement, with the placing of their advantages within more easy reach of the community, is engaging the anxious attention of those, (not a few of them at all events,) entrusted with their management.

Our Provincial University, with its staff of well qualified professors, to which important additions are being made, is now too holding out a first-class education to the youth of the country, at a charge little more than nominal—a boon of which, I trust they will show their appreciation by the extent to which they shall avail themselves of it.

Though a denominational institution, Trinity College claims also to be mentioned here as augmenting the facilities for education in the higher departments, professional and general. Queen's and Victoria Colleges, already noticed, may again be named in this connection as increasing these facilities.

In Canada East, the Directory for 1851 (p. 554), reports, besides the high-schools of Montreal and Quebec (institutions of a high order) and certain academies in the eastern townships: nine colleges, with an attendance of 1500 pupils—exclusive of the seminaries of Quebec and Montreal—the former of which numbers twenty-two profesors, with 385 students; the latter eighteen professors, and 250 students. Quebec has also a Historical and Montreal a Natural History Society—both excellent institutions, to which is to be added McGil! College, which possesses, we believe, university powers. A list, confessedly incomplete, is furnished in the Directory (p. 555) of Libraries in the different parts of the Province containing an aggregate of 43,296 volumes. The largest number reported in any one library is 10,000—that of the Montreal Seminary, and the next 8000—being that of the Montreal College.

A list is given in the American Almanac for 1851 (pp. 196-199) of 121 colleges and universities, extending as to time of founding from 1636-when Harvard was instituted-to 1849; with four libraries containing 10,000 volumes each; two 11,000; five 12,-000; one 14,000; one 15,000; three 16,000; one 17,000; one 19,000; one 23,000; one 25,000; one 31,000 (Brown University); one (Yale) 49,000; and one (Harvard) 34,200. With some of these we have nothing to compare, our institutions being as yet in their infancy; though we hope to have in time. The aggregate number of volumes in the 121 libraries is 789,967. Besides these there are libraries found in all their larger cicies; many of them of considerable extent and value. As much as ten years ago I had the pleasure of looking at one in New Bedford. Massachusetts, which contained 10,000 volumes; and I spent a couple of hours on the evening of the 3rd of July last, in examining one in Saint Louis—the Mercantile Association Library—which, though including only about 5,000 volumes, is of the first class as to character. The books embrace almost every department of knowledge-history, civil and ecclesiastical, theology, law, medicine, science and art, poetry, biography, travels and general literature: are admirably chosen, and many of them the best editions to be had. To the young men especially of that city they constitute a treasure of the highest order. Nor could I help cherishing pleasing hopes in regard to these young men, when I saw some of them perusing these valuable works with apparently deep interest amid the report of fire-arms and the discharge of fire-works on the eve of their grand National Festival. The high gratification the above fine library afforded me, with the courtesy shown me by the intelligent and gentlemanly librarian and other parties present, must be my excuse if I have dwelt too long on this institution. Glad should I be to see such a collection of broks open to the mercantile community of this city. And why should there not be? With a fair measure of effort it might, in a moderate time, be secured.

In a sketch, however brief, of the intellectual progress of our country, it would be unpardonable, here especially, to omit notice of the increase in number and advance in character of our Mechanics' Institutes, which, with their libraries, and apparatus and lectures, promise soon to cover the land. If what has taken place in the case of the Institute whose members I have now the honour of addressing, may be received as a specimen of what is going on elsewhere, the country is certainly to be congratulated. Not many years ago the attendants here were indeed "few and far between." Now this commodious hall is generally filled with an audience as intelligent, attentive, and respectful as a modest man need wish to have before him.

To the notices already furnished in relation to the Educational Institutions of Lower Canada, may here be added that in 1850, there were in that portion of the Province, during the first six months, 1879 schools, with 73,551 scholars; towards which £12,-693 had been paid out of the public school grant; and that between 1842 and 1850 £249,530 had been-paid to teachers, and £52,921 for the erection and repair of school-houses.—(Scobie's Alm., 1852—p. 31.)

There is a particular of higher importance still than any hitherto named in which we are making a progress very marked, namely, in facilities for religious instruction and worship. Our churches and ministers are multiplying fast. In some respects the rapidity of the increase may perhaps be a disadvantage, as it has a tendency to keep the congregations smaller and weaker than they

might otherwise be; yet the earnestness of which it furnishes evidence is commendable, while it, at the same time, prepares beforehand a supply for the multitudes pouring in upon us so fast.

From a Report of a Committee of Assembly, presented 15th March, 1828, it appears there were at that time in Upper Canada, 236 ministers—about half of them Methodist—some of whom had come in as early as 1792. The number at the commencement of 1851, as stated in the Canada Directory (p. 553) was 869—one to every 870 of the population. At this moment they can hardly be under 900. In 1828 the number of churches was 141 or from that to 150; 66 of them being Methodist. They are reported in 1848 to amount to 895—six times their number only 20 years before. Now they must be as many as 950, or from that to a 1000. Rapidly as our population is growing it thus appears that the churches are increasing faster—being now six times as numerous as they were 20 years ago, while our population, as we have seen, numbered in 1850 something more than five times what it was 25 years before.

This is a fact worthy of notice as indicating the feeling of the country. Not merely, however, are the churches as to number keeping pace with, outstripping the increase of the population; but in character they are rising with the wealth of the community; becoming in proportion to that, at once, more commodious and more handsome. In their case as in that of the dwellings of the people, brick and stone are, in many parts, taking the place of wood.

The Home District contained in 1850,163 churches. In the Gore District they had risen between 1817 and 1848, that is, in thirtyone years, from 4 to 64, exclusive of those in the Wellington, for merly included in the Gore District. Seventeen years ago Paris contained none. All denominations worshipped in the school-house. In the fall of 1834 I recollect being told by a brother minister that he had on the Sabbath before been one of three who waited turn for the use of the house. Now Paris contains, as has been noticed already, six churches (one stone and one brick) with five resident Protestant ministers. Brockville, you will recollect, had no church when Talbot visited it. Now it contains six. Brantford, which had none 18 years ago, now contains eight. In this city, instead of the four which Talbot names, we have now twenty, exclusive of four or five at Yorkville-which in his time, and much later, had no being, its site-now occupied with so many handsome villasbeing covered with woods.

Furthermore, the organizations to which Christianity has given birth elsewhere, such as Bible, Tract, Missionary, Temperance and Anti-Slavery Societies; with Sabbath Schools, and institutions for the relief of the destitute and recovery of the sick, are found in active operation among us: conferring their varied blessings on those who need and will accept them; besides holding a place in the public estrem and enjoying a measure of its patronage which give promise of growing strength and service for the future.

This city contains four Theological Institutions—to which a fifth will probably soon be added—where a considerable number of young men are preparing for the ministry among the different denominations.

In Lower Canada the Directory [p. 553] reports 641 clergymen; being one to 1190 of the population.

All, I presume, whatever their difference of opinion in regard to some points, will admit that during the period which has passed under review, no small improvement has taken place in our laws, our civil arrangements, and in the understanding and application of the principles of government. Things are now placed to such an extent in the hands of the people that, if they fail to move on in harmony with their notions of propriety, they will find it difficult to discover parties other than themselves on whom to throw the blame. Our Munici al Institutions are, we believe, working we'll on the whole—improving the country, while they are at the same time, by the duties to which they call them, giving the people the consciousness of power and teaching them so to use it as to promote the general prosperity and ensure peace and general sati fac-

Other topics will suggest themselves to you of which note might be taken, perhaps ought to be; but we must hasten to a close.

In the face of the facts above adduced, what is to be thought, Ladies and Gentlemes, of the depreciatory comparisons so often made

between ourselves and our neighbours as to rate of progress? They are, in my opinion, as erroneous as in their operation they are calculated to be mischievous. The impression which forced itself most strongly on my mind during the journey to which I have referred elsewhere, was the striking coincidence in appearance (with the exception of prairie in place of forest) and condition between those States and Canada West. They are progressing rapidly; but so are we. New towns present themselves on every hand; small, it is true, many of them; yet destined to be large ere long. Thus too it is with us. With theirs our Towns compare very favourably; so do our rural districts. My belief is that a Canadian farmer would return from such a tour as I made somewhat disposed to boast; that he would say our cultivation is at least as good as that of the West; and our farm houses as good, and provided as comfortably.

In the progress of our neighbours I rejoice; and would be happy, instead of wishing it retarded, to see it accelerated. This would gratify me, not merely for their sake and for the sake of the world, but for our own. We have an interest in their growth, which operates as a spur and encouragement to us. To a young country like this it is an advantage which cannot easily be rated too high, to have an intelligent, energetic people along side of us, whose experience, whether successful or otherwise, we can turn to account.

The good qualities which we all recognise in our neighbours form an additional reason for the cultivation of a spirit of respect and kindness towards them. Add to this our oneness in origin, in language, and in whatever is most important in thought and feeling; and the cherishing of any other spirit will be seen to be, not a simple impropriety, but an offence, a crime. God, moreover, seems to have marked out one high and honourable destiny for us—the privilege of showing on one of the most splendid of theatres, what christianity and freedom and intelligence can do for men; and of realizing their united blessings in proportion to the fidelity with which we fulfill the trust committed to us. What is good among them let us imitate: but let us act with discrimination; and not like children, hold their cake and rattle to be better than our own, and brawl for them, merely because they are theirs.

The time you have been already detained, forbids my dwelling on the Prospects of our noble country, however inviting the theme. My belief is that it is destined, at no distant day, to hold a high and honourable place among the nations: and to exert an influence, wide and powerful, on the world's well-being.

Of these anticipations we have an earnest in the progress we have been contemplating; as we have a pledge for them in her extent and natural advantages, and in the character of her people and her institutions; taken in connection with the correcter views beginning to be entertained in relation to her, and the apparent plans of the infinitely wise and gracious Sovereign of the universe.

A few words on some of these points, with a practical suggestion or two, and we close.

According to Bouchette (vol. i. pp. 64, 182), Canada contains an area of 346,863 square miles—Lower Canada 205,863, and Upper Canada 141,000, an extent about six times that of England and Wales. Surely here we have ample room and verge enough—space to expand till we become, so far as numbers can make us, a mighty nation.

The writers whom I have had opportunity of consulting, speak, with one consent, in high terms of the agricultural capabilities of our country.

Howison declares the "soil" of Upper Canada to be "in general excellent, and likewise of easy cultivation;" (247)-points out its superiour adaptation to the production of fruit (246) and flowers (281); and affirms its capability, under proper culture, of yielding crops very much superior both in quantity and quality to those obtained while he was resident in it (248). The "climate" he describes as being, "in the westerly parts of the Province particularly, alike healthful and agreeable." (242). He looks also with confidence for its improvement as the land becomes cleared (242-247). In respect to the prospects of emigrants, he expresses himself as follows: - After relating that he had "resided eight months in the most populous and extensive new settlement in the Province, and daily witnessed the increasing prosperity of thousands of people, most of whom had been forced from their native land by poverty." he continues: "No one who emigrates to Upper Canada with rational views, will be disappointed. The country is becoming more agreeable every day, and only requires a large population to render it equal, in point of beauty, comfort, and convenience, to any part of the earth. The delightful asytum which it affords to the poor and unfortunate of every class, is a circumstance that has hitherto been little known or appreciated, and one which is of particular importance at the present time, when agricultural and commercial embarrassments have reduced so many individuals to a state of destitution and misery" (272). There is much in this writer of a similar character, which we cannot quote. (See pages 214, 215, 252, 271, 278, 281, 263.)

"The climate of Upper Canada," Talbot writes, (vol. ii. pp. 157, 164) "although verging toward the extremes of heat and cold, is ..... very fine, highly favourable to the growth of grain, and the production of the finest fruits; and the soil, though badly cultivated, is not surpassed in fertility by any tract of land of equal extent on the American continent. All kinds of grain which are among the productions of the Mother Country, are cultivated here with astonishing success; and many fruits and vegetables, which in Great Britain and Ireland are only raised at immense labour and expense, attain in Canada, without the assistance of art, a degree of perfection wholly unknown in more northern countries."

"In point of salubrity," Bouchette avers in his accurate and fine-spirited work (vol. i. 349), "no climate in the world can perhaps be found to exceed that of Canada, which is not only a stranger naturally to contagious or fatal disorders, but extremely conducive to longevity. In the early periods of the settlement of the Upper Province, the fever and agus were indeed very prevalent; but as the cause of this local affection was gradually removed by the draining of marshes in the progress of cultivation, it has almost entirely disappeared." Of the different portions of the country he speaks in terms very similar, while passing them under review.

The geological survey which has for some years been going forward under the able superintendence of Mr. Logan, is bringing to light a variety and amount of mineral wealth surpassed in few quarters of the globe. An interesting catalogue of the minerals, already discovered, with their respective localities, prepared by Mr. Logan for the World's Fair,—may be seen in Scobie's Almanac for the present year, as also in the Canada Directory for 1851.

Facilities for commerce, almost unbounded, are furnished by our rivers and splendid lakes—justly termed inland seas—which will be ere long increased by our railroads already in progress, or projected, with others sure to follow them.

For a vigorous and honourable use of these advantages, and hence for the future greatness of the country, we have a guarantee in the character of our population.

We have to be sure the reputation of being deficient in enterprise. On the supposition of the truth of this charge, I should like to know how the progress we have been contemplating, of which but a very hurried and imperfect sketch has been presented, is to be accounted for. I can think of only two theories on which its explanation can be attempted-to wit, that of the celebrated David Hame, which would annihilate the handsome buildings and well-filled stores which we imagine ourselves to see around us, with the elegant steamers that seem to ply on our lakes and rivers, and the cultivated farms and barns bursting with plenty, apparently presenting themselves to our vision-and the comfortable looking people with whom we conceive ourselves to be meeting and mingling, where so lately there was nought but wilderness; and have us believe them to be all pure matters of fancy, ideas existing in our own foolish brains (though on that hypothesis even these must be unreal); or one on which, when a boy, I have heard the erection of the old Glasgow Cathedral explained, which has been declared to me, without if or but, to have been built by the fairies during the night. Perhaps these benevolent gentry have been and may still be at work here; and it may be to them we owe what we speak of in our ignorance and pride, as the works of our own hands.

Should these theories be repudiated, a fair measure, of enterprise must, we think, be granted us. Look at the manner in which numbers of the cities and municipalities are taxing themselves for the railroads referred to above, and other improvements. Is it thus people void of enterprise are wont to act? He must be somewhat tool-hardy who will charge the citizens of Hamilton with want of enterprise, in the face of the fact that for the completion of the Great

Western Railroad they are voluntarily paying ninepence in the pound on their assessed value.

The value of enterprise to a country like this, to any country, we are disposed fully to admit. In so far as deficiency may exist, we would, therefore, counsel improvement; but we hold the representations often made on this subject, and believed, it is to be feared, by not a few from the confidence with which they are uttered, to be altogether contrary to fact; and, to parties situated as we are, most ungenerous and mischievous.

From what has been shown above, in relation to schools, churches, and the other means of christian instruction, the inference is irresistible that our people are to a gratifying extent, though by no means the extent desirable, imbued with the love of knowledge and impressed with a reverence for God.

It is true, differences of opinion exist among us, as experience shows them to have always done, though in varying degrees, wherever freedom of thought and discussion—rights most precious—have been conceded; but in one thing I trust we shall be found to agree, namely, in the recognition of the fact, that it is "righteousness" which "exalteth a nation," together with the determination to be governed in all things by heaven's revealed will, and to act towards one another in the spirit of the gospel which we profess in common.

But are we not slaves, prostrate on the earth, foaming with rage, and struggling to bite the foot that tramples us? or at best held back from rebellion, with the spirit of which we are penetrated, only by the bayoness which guard us? Would that Her Majesty's troops, if they be indeed charged with keeping us in order, found as easy work elsewhere! Soldiering would then come as near as might be to a sinecure. It is neither force nor fear, but a love—warm as it is true—to our noble Fatherland; a respect for her character, a gratitude for her liberality, a confidence in her justice and honour; and a fulness of sympathy with her, that holds us in our present connection. Our "love makes duty light."

Here, as elsewhere, there may be something to mend, and time and patience may be required ere our institutions are perfected; but, in the mean time, we are free, if under heaven there be such a thing as freedom. Where is the nation that can claim to take rank in this respect before us? "Slaves cannot breathe" in Canada; " they touch our country, and their shackles fall." Of this we have among us thousands of living witnesses; who feel themselves here to be not things, but men, and able to call the wives and children whom they love-THEIR OWN. So long as earth shall contain within her wide circumference a single slave, may Canada be ready to welcome him, not to an asylum only, but a home; to endow him with all the rights which her own free-born sons enjoy, and know so well how to value; to show him the sympathy to which the injured and the distressed have everywhere and at all times a right at the hand of those to whom God has given the power to aid them. Thus, we trust, it will be.

Large as the numbers are who are flocking annually to our shores, I have often wondered when looking at the advantages which Canada off rs to the virtuous and the diligent, that they should not be very much larger. Such may command, almost anywhere they please to locate themselves, all the substantial comforts of life with a very moderate measure of exertion. Who are the owners of our handsomest and best-stocked farms? Generally speaking, men who have procured and improved them by their own labour; many of whom you find in all the older parts of the country-living like patriarchs, surrounded by their children to whom they have given inheritances. For example, I was myself intimately acquainted a few years ago with an old gentleman thus situated in Flamborough West (where there are others in similar circumstances), whose property consisted when he came into the country of nothing more than the axe which he carried on his shoulder, with a moderate supply of clothes for himself and his young wife; and who, ere he could procure a place where he might lie down to sleep, had to make bimself a tent, by throwing a blanket over a few boughs which he cut from some of the trees in the yet unbroken forest.

Meeting some time ago with a countryman and fellow-citizen of my own, a native of Glasgow—who had occupied a respectable position at home, and whom I found living in a handsome stone house—with all the evidences of comfort around him, and in the enjoyment of the respect of his neighbours;—I remarked to him—"I suppose

you do not regret having come to Canada." "Oh no:" was his prompt reply; "it has, to be sure, been pretty much a struggle all the time; but I have brought up seven sons, to four of whom I have given farms, and I hope by and by to be able to provide them for the rest." His time of residence in the country had been, I believe, about twenty-seven years.

No small amount of the property in our cities and towns, the mass of it might I not rather say? belongs, as those who hear me know, to parties who have earned it by their own exertions, some in mechanical and others in mercantile pursuits. A remark made to me lately in relation to Paris, that the property in the hands of its inhabitants had been nearly all made in it, applies substantially to the entire country. Its wealth is, under God's good providence, chiefly the creation of its people—not those of other generations and the present combined—but those who occupy it now.

Generally speaking a kindliness of feeling prevails, a freedom of action is allowed provided propriety is not violated, and useful labour is regarded with a respect, which makes the country, after a time at least, very pleasant to those who seek a home in it. Few, it is well known, who have lived long in it, leave it without regret.

These various advantages, though yet to a considerable extent strangely overlooked, are beginning to be on the whole better understood. May we not bope that they will be, ere long, appreciated as they ought to be; and that we shall have increasing numbers of such as shall prove themselves useful to us while benefitting themselves, taking up their abode among us? In the mean time let us each seek to acquit himself faithfully of the duties he owes the country; among which we would take the liberty of specially naming—the recognition of the country's advancement and advantages; co-operation, as far as practicable, in every prudent and honourable effort for its improvement; with the avoidance of every thing whether in word or act, having a natural tendency to injure it.

We sometimes think our neighbours say more than enough of their growth; but depend upon it, if they at all err here, their fault is a much less mischievous one, to say nothing else of it, than lugubrious wailing in circumstances which ought to call forth, gretitude. Feeling themselves carried forward with the general movement, a buoyant and hopeful spirit is excited-which gives them strength to battle with and overcome difficulties by which they might otherwise be mastered. It would be well were such a dialogue as the following (which it is but justice to the parties to say took place at a time of some excitement), a specimen altogether unique among us. A friend of mine being gravely told sometime ago by two of his neighbours, that "Canada was no country for the farmer, who could make nothing here," turned quietly to one of them and asked: "Friend, what do you reckon your farm worth"? "Two thousand pounds" was the ready reply. "How long have you been in the country"? "About twenty years." "Did you bring much with you when you came"? "No: nothing." "Then in twenty years," retorted my friend, "You have besides bringing up a family, made two thousand pounds-cleared a hundred pounds a year-and you tell me Canada is no country for the farmer." Addressing himself to the other he now enquired-" and what, my good Friend, may be the value of your farm? Is it worth as much as your neighbour's"? "It is worth about five hundred pounds more," the party questioned-who saw the awkward position in which his companion and himself had placed themselves -replied with a smile: "Then certainly," he was answered, "You have not done very badly, for you have been in the country only about the same length of time with your neighbour, and you know you have told me before you brought nothing with you."

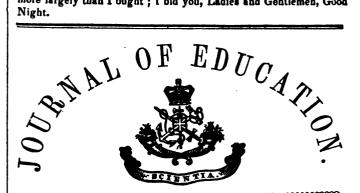
Of the above description of poor the country contains not a small number, who reckon it little that they are in the possession of noble farms which they are every year improving, and which every year is raising in value, with stock to which they are constantly adding—so long as they may be unable to lay by, at the same time, something handsome in the way of money. To their laying by of money I have no objection. On the contrary, I should be glad to see them do it; yet all things being taken into account, I cannot think them standing very greatly in need of pity.

In relation to the future destiny of the country a weighty responsibility rests on us all, because our conduct will infallibly have an influence upon it, for good or for evil. What we would wish

to have it become in character or circumstances, let us heartily lend our aid to make it.

Let us guard with special care, amid the excitements into which an honourable zeal for what we hold to be true and right may sometimes hurry us, against the utterance of a word, the performance of an act, the cherishing even of a thought, which would excite suspicion of the country's principle, or damage its reputation, or in any way injure it. Its interests are far too sacred to be sacrificed to party feeling or party projects in any quarter or in any form. From my inmost soul I apply to it the beautiful legerd of my own loved native city, "Let Canada flourish"—its older form especially—"Let Canada flourish through the Preaching of the Word."

With thanks for your attention, on which I have drawn, I fear, more largely than I ought; I bid you, Ladies and Gentlemen, Good Night.



# TORONTO, MARCH, 1852.

"THE GROWTH AND PROSPECTS OF CANADA" is a subject of so great importance, of so universal interest, so little understood, and so much misunderstood, that we deem no apology necessary for devoting nearly the whole of this number of the Journal of Education to the very able lectures of the Rev. Adam Lillie, lately delivered before the Mechanics' Institute of the City of Toronto. Mr. Lillie's talents and industry admirably qualify him for the statistical investigations which he has undertaken and pursued with so much fairness and so great labour, and we may add, with so satisfactory, and to many unexpected, results.

It is below the impulses of a generous and noble mind to seek to depreciate the character, and institutions and progress of a neighbouring community, whether of a city, a church, or a country; and we are persuaded every true hearted Canadian will cordially respond to the remark of the eloquent MACAULAY, in reference to the people of the United States: -- "It is scarcely possible that an Englishman of sensibility and imagination should look without pleasure and national pride on the vigorous and splendid youth of a great people, whose veins are filled with our blood, whose minds are nourished with our literature, and on whom is entailed the rich inheritance of our civilization, our freedom and our glory." (Miscellaneous Writings-Review of Southey's Colloquies on Society.) But it must indicate impulses less generous and noble to depreciate the character, the institutions, the progress of one's own country. Too much of this spirit has been indulged in Canada, to the great injury of our social contentment and public happiness. One of the most formidable obstacles with which the Department of Public Instruction has had to contend, has been the impression and assertion that Canada was too far behind the neighbouring States to adopt such a system; and the arguments to the reverse have often been received with great distrust, and sometimetimes with absolute incredulity. Mr. Lallie's Lectures is the first attempt by a general examination and comparison of statistics, to remove the erroneous and injurious impression which has long and extensively prevailed. as to the comparative progress of Canada and the United States.

By this inquiry, we think Mr. LILLIE has rendered an important service to his adopted country. We are sure every American will admit the candour and diligence with which Mr. LILLIE has prosecuted his inquiries, while every Canadian must rejoice at the conclusions which these inquiries have established—conclusions which should excite in the mind of every inhabitant of Canada increased respect and love for his country, and prompt him to labour with more confidence and energy than ever for its advancement and prosperity.

# OFFICIAL ANSWERS TO QUESTIONS PROPOSED BY LOCAL SCHOOL AUTHORITIES.

#### [Continued from page 27.]

#### NUMBER 6.

A large absentee landholder proposes to contest the authority of the Trustees to levy a rate upon his property in their Section. They proceed to sue him as directed by the 11th clause of the 12th Section of the School Act; but direct their Secretary Treasurer to ask further advice. The following is the answer returned:

"I regret that you will have to go to law to sustain the undoubted right and powers of Trustees, as the very point denied in your case was brought up in the Legislature when the Bill was under discussion—it having been argued that the Trustees could assess the property of absentee landholders, such landholders ought to have the right of voting at the school meetings of the Section of such Trustees. In accordance with this view, the word "resident," in the original draft of the Bill was struck out before the word "free-holders" in the 2nd line of the 5th Section of the Acf.

"But it is important that you see that every step you have taken or may take be according to the provisions of the Act as to the manner of proceeding; that no mere technical advantages may be taken of you. You will recollect that a seal should be used in your Corporate Acts.

#### NUMBER 7.

A local Superintendent inquires whether a County Council can apply any part of the School Fund to pay the salaries of local Superintendents, or in paying per centage on school moneys to a local Treasurer: and whether keeping two schools open three months under the sanction of the Trustees of a School Section, answers the requirements of the law. The following is the answer returned:

"1. The 40th Section of the School Act defines the School Fund to be the Legislative School Grant and an equal sum raised by local assessment; and the 45th Section requires the payment of that amount for the salaries of Teachers alone. What a County Council raises over and above that amount, it can of course expend in payment of local Superintendents; but the 4th clause of the 27th Section of the Act does not permit the payment of per centage to local Treasurers for the receipt and payment of School moneys.

"2. The keeping of two Schools open three months by qualified Teachers in a School Section, is no compliance with the provision of the law for keeping a school open at least six months of the year, or a male and female school under the conditions specified in the latter part of the 5th clause of the 12th Section of the Act. No child could attend both schools at one and the same time; and therefore they both amount to nothing more for the children in the School Section than one school during three months. As the Section in question did not comply with the provisions of the School Act in 1851, you cannot, according to the 2nd clause of the 31st Section pay any part of the School Fund of the present year to such Section; but if the Trustees will comply with the provisions of the Act this year, I would advise you under the 5th clause of the 35th Section to aid them to the amount of their forfeited apportionment of 1851."

#### NUMBER 8.

In a School Section, certain female freeholders or householders voted at an annual school election. Their right to vote was objected by certain electors, one whom submitted the question to the Chief Superintendent, who returned the following answer:

"The question whether female freeholders or householders have a right to vote at school meetings, has several times been mooted but has not been brought before the Court of Queen's Bench for legal decision. They have voted in this city, Brantford, and I believe in some other places; and although some complaints or remarks have been made about their voting, their votes have been received and have not been legally contested by any party.

"Having examined the laws relating to the elections of both Municipal Councillors and Members of the Legislature, I find that women are expressly precluded from voting at such elections. See 12th Vic. ch. 27, Section 46, and 12th Vic. ch. 81, Section 57. From these Acts, it appears plain that where woman are not expressly excluded from the right of voting at an election, they possess that right under the same condition as males; and especially when they are included in all such words importing singular number and masculine gender, as expressly provided in the "Interpretation Act," 12th Vic. ch. 5, clause 7.

"The Court of Queen's Bench alone has authority to decide the legal question finally; but in the meantime I think the female as well as male "freeholders and householders" of a School Section have a right to vote at all lawful school meetings of such Section."

#### Number 9.

The legality of the proceedings of an annual school meeting was ojected to, because the Trustees had not specified the objects of it in their notice calling it. They direct inquiry to be made as to the soundness of this objection. The following is the answer returned:

"In reply to your inquiries I have to refer you to the Journal of Education for December, p. 183, in which I stated that it was unnecessary for Trustees to state the objects of the then approaching annual meetings, as the duties of such meetings were expressly defined by law. It is the duty of Trustees to specify the object or objects of any special school meeting, but not of an annual meeting; and nothing but what is specified in the 6th Section of the School Act can be considered at an Annual School Meeting, neither can anything not specified in the notice of the Trustees, be considered at a special school meeting."

#### NUMBER 10.

A majority of persons at an annual school meeting, being opposed to the payment of anything whatever in support of a school adopted a resolution to that effect, supposing thereby that they would compel the Trustees to shut up the school. The Trustees felt themselves much embarrassed by such a proceeding; they inquire what they can do under the circumstances. The following is the answer to their inquiries:

"You need not be in the least embarrassed on account of the proceedings at your late annual school meeting to which you refer, as it is with the majority of the Trustees of a School Section, and not with any public meeting whatever, to decide how long a school shall be kept open, what Teacher shall be employed, how much shall be given him, and what money shall be expended for repairs, school books, apparatus, &c. See the 12th Section, clauses 4 & 5 of the School Act. All that any public meeting has a right to say in regard to school expenditure is as to the manner in which it shall be provided; and if the means adopted at any school meeting are not sufficient to pay all the expenses which the Trustees may deem expedient, the latter part of the 7th clause of the 12th Section of the School Act empowers Trustees to raise the balance by assessing all the ratable property in their School Section.

"As the School Meeting to which you refer, has not provided for your raising any thing beyond the amount of the School Fund apportionment to your Section, you have a right by the clause of the Act referred to, to raise any balance you may require (over and above the amount of the apportionment) to pay such salary as you may think proper to give your Teacher, and to defray the other expenses of keeping open your school; that is, you can have a free school, and you have ample power to provide the means necessary to support it.

"The 15th clause of the 12th Section of the School Act makes it the duty of each set of Trustees to procure (at the expense of their Section) annually some periodical devoted to Education; and had you the Journal of Education for October, p. 152, and for



December, p. 183, where I have treated at large respecting the powers and duties of Trustees and of public meetings, you would have had all needful information on the matters to which I have briefly referred in this letter."

#### NUMBER 11.

The authority of Trustees to collect rates to pay a debt contracted in 1850 is denied and they are threatened with a prosecution for neglect of duty; and they apply for information on the subject. The following is the answer to their inquiries:

"The law does not limit the Trustees as to the time when they shall collect school rates required for any particular purpose; so that you have the same authority to levy and collect the school rates to pay a debt contracted in 1850 and 1851, as if you had levied them the day after the holding of the School Meeting which decided on paying the salaries of the Teacher to a rate on property.

"I think it very desirable that the demands against a School Section should not be allowed to remain unpaid. It is not a good plan to get inte debt; but I do not see in your case any neglect of duty that would render the Trustees personally liable, or subject them to reproach and opposition from any quarter."

#### Number 12.

The Chairman and majority of persons present at an annual school meeting, declared themselves opposed to keeping the school of the Section open at all by rate on property, or by subscription; but the Trustees, in communicating the facts, and asking advice, do not say whether or not it was resolved to support the school by rate bill. The following is the answer returned:

"If the school meeting to which you refer specified in its resolution the amount per month or per quarter, which should be paid for the attendance of each pupil at school, you ought to impose that sum; and then if the sums thus imposed, together with the apportionment from the School Fund, did not pay the salary of your Teacher and all the other expenses of your school, you would, under the authority of the 7th clause of the 12th Section of the Act, have authority to assess the property of the School Section for the balance.

"If the school meeting did not resolve upon any particular sum to be paid for the attendance of each child, then you as Trustees ought to levy the rate-bill per child attending the school at the sum you have usually levied, and then assess and collect whatever balance you may require to pay your Teacher's salary and other expenses of the school as authorised by the latter part of the 7th clause of the 12th Section of the Act referred to.

"I refer you to the Journal of Education for October and December, pp. 152 & 133, where I have treated at large of the powers of Trustees. By the 4th and 5th clauses of the 12th Section of the School Act, you will observe that it is the Trustees, and not any public meeting, that have the right to determine every thing as to keeping open the school, employing the Teacher and determining the amount to be raised and expended for school purposes in their Section."

#### Number 13.

The legality of the proceedings of an annual school meeting were objected to because the Trustees had not specified the objects of it, and because the attendance of electors was very small. The following is the reply:

"I refer you to the Journal of Education for D cember, p. 183, where I stated in suggestions to Trustees in regard to their notices of the then approaching annual school meetings, that it was not necessary to specify the objects of an Annual School Meeting, as the School Act defined them; and no subject not specified in the Act could be considered at an Annual School Meeting, any more than could any subject be considered at a Special School Meeting not specified in the notice calling it. The Trustees therefore to whom you refer, fully performed their duty in simply giving notice of the Annual School Meeting—the law having determined the objects of it, as you will see by referring to the several clauses of the 6th Section of the School Act.

"Then if there are only three persons present at an Annual School Meeting, they have the same power to act for the whole.

Section as if there were one hundred present. All the electors of a County, or Township, or School Section have a right to vote at a the elections held for each; but if many electors do not attend to exercise their right, they cannot complain of the result of any such election."

#### NUMBER 14.

Objections was made against the taxing of certain lots of land for the erection of a school house, because parts of them lay without the limits of the Section for which the house was built. The Trustees ask how they are to know what property to assess in their Section. The following is the answer returned:

"The Assessor or Collector's Roll is your sole guide as to the property you will assess in any School Section. It makes no difference whether one half or the whole of a property lies in a School Section, if it appears on the Roll included within the limits of one School Section, it is all liable to be assessed for the school purposes of such Section, and, of course, not for those of any other School Section."

#### NUMBER 15.

Objections is made to the lawfulness of two Trustees of a School Section agreeing with a Teacher in the absence of the third Trustee. Also the majority of a school meeting resolved that all the expenses of the school should be defrayed by parents and guardians sending children to it. An appeal is made for an opinion on the lawfulness of these proceedings, and the authority of the Trustees in such circumstances. The following is the answer given:

"By the Interpretation Act 12th Vic. ch. 10, Section 5, clause 24, it is expressly provided that the majority of the members of any Corporation whatever have authority to act in behalf of such Corporation and bind the minority by their acts. Two Trustees therefore have authority to contract with a Teacher and determine the amount of his salary and the terms of paying it.

"In reference to the resolution proposed at the late annual meeting of your School Section, stating that the Teacher's salary be collected by rate-bill from the parents and guardians of scholars attending the school during the year 1852; I remark that it is contrary to certain express provisions of the School Act, especially the latter part of the 7th clause of the 12th Section. The majority of a school meeting may determine within the limits prescribed by the Act the manner in which their school shall be supported; but they have no authority to say that a certain portion of the inhabitants of their Section shall pay all the expenses of their school.

"You as Trustees will have authority, under such a resolution to levy the rate bill you have been accustomed to impose upon parents sending children to the school, and provide for the balance (if there should be any) of the Teacher's salary and other expenses of your school by as-essment on the preperty of your School Section, as prescribed in the latter part of the 7th clause of the 12th Section of the Act."

#### NUMBER 16.

A resolution is adopted at a school meeting to tax each inhabitant of the Section according to the number of his children of school age, at a certain sum per child, without reference to his attending the school; and that if the sum thus raised was insufficient to pay all the expenses of the school, the balance should be paid by persons sending it. An appeal is made on these points, as also inquiry in regard to the number of teaching days in each month. The following is the answer returned:

"In respect to the resolution of a school meeting, a copy of which you enclose, it is contrary to law, as you will see from my remarks on the subject in the Journal of Education for December, p. 183. No school meeting has authority to tax a man according to the number of his children of a certain age; nor has any school meeting authority to say what description of landholders or freeholders shall be taxed for school purposes. Whatever sum or sums are raised in a School Section for school purposes, otherwise than what may be raised by subscription and rate-bill on parents sending children to the school, must be raised by rate on all the property of the School Section as given in the Assessor or Collector's Roll. See 9th clause of the 12th Section of the Act.

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"Your Trustees, therefore, have no legal authority to carry into effect either of the resolutions which you enclose As no lawful manner has been resolved upon whereby the Trustees can raise the balance of the Teacher's salary over and above the amount of apportionment from the School Fund; they can by assessment under the authority of the latter part of the 7th clause of the 12th Section of the Act. Or, if they think proper, they can call a special meeting to consider the subject again.

"The number of teaching days in each month are all the secular days of each month not specified as holidays in the 1st section of the 6th chapter of the General Regulations, pp. 57, 58, printed in

### connexion with the School Act."

## Miscellaneous.

#### THE COMMERCIAL PORTS OF ENGLAND.

A return has just been made, by order of Parliament, which shows that Liverpool is now the greatest port in the British empire in the value of its exports and the extent of its foreign commerce. Being the first port in the British empire, it is the first port in the world. New York is the only place out of Great Britain which can at all compare with the extent of its commerce. New York is the Liverpool of America, as Liverpool is the Now York of Europe. The trade of those two ports is reciprocal. The raw produce of America, shipped in New York, forms the mass of the imports of Liverpool; the manufactures of England, shipped at Liverpool, form the mass af the imports of New York. The two ports are, together, the gates or doors of entry between the Old World and the New. On examining the return just made it appears that the value of the exports of Liverpool in the year 1850 amounted to nearly £35,000,-000 storling (£34,891,847), or considerable more than one-half of the total value of the exports of the three kingdoms for that year. This wonderful export trade of Liverpool is partly the result of the great mineral riches of Lancashire, Cheshire, Staffordshire, Warwickshire, and the West Riding of Yorkshire; partly of the matchless ingenuity and untiring industry of the populations of those counties; partly of a multitude of canals and railways, spreading from Liverpool to all parts of England and the richest parts of Wales; partly to Liverpool being the commercial centre of the three kingdoms, and partly to the fact that very nearly twelve millions of money have been expended in Liverpool, and more than twelve millions in the river Mersey, in converting a stormy estuary and an unsafe anchorage into the most perfet port ever formed by the skill of man. On comparing the respective amounts of the tonnage of Liverpool and London, it appears, at first, impossible to account for the fact that the shipping of Liverpool is rather less than that of London, while its export trade is much more than twice as great. The explanation of this fact is, that the vessels employed in carrying the million or million and a half of tons of coal used in London appear in the London return; while the canal and river flats (to say nothing of the railway trains) employed in carrying the million and a quarter of tons of coal used or employed in Liverpool do not. State the case fairly and the maritime superiority of Liverpool will be found to be as decided as its commercial. We ought also to add that while the Customhouse returns for 1850 give Liverpool only 3,262,253 tons of shipping, the payment of rates to the Liverpool Dock Estate in the 12 months ending June 25, 1851, gives 3,737,666 tons, or nearly 500,-0.00 tons more. Comparing the rate of increase of the exports of Liverpool with that of other ports, it appears that Liverpool is not only the first port of the kingdom, but that it is becoming more decidedly the first every year. During the last five years the increase of the exports of Liverpool has been from 26,000,000 to nearly 35,000,000, while that of London has been from little less than 11,-000,000, to rather more than 14,000,000. The exports of Hull, which is, undoubtedly, the third port of the kingdom, though still very large, have rather declined, having been £10,875,870, in 1846, and not more than £10,366,610 in 1850, The exports of Glasgow, now the fourth port of the empire, show a fair increase, from £3,-021,343 to £3,768,646. No other port now sends out exports of the value of £2,000,000 a year, though Southampton comes near to £2,600,000, and Cork passes £1,000,000.—Liverpool Times.

#### ANCIENT AND MODERN BATTLES.

The decisive battles of the world, those of which, to use Hallam's words, "a contrary event would have essentially varied the drama of the world in all its subsequent scenes," are numbered as fifteen by Professor Cressay, who fills the chair of Ancient and Modern History, in the University of London. These battles are:—

- 1. The battle of Marathon, fought 490 B. C., in which the Greeks under Themistocles defeated the Fersians under Darius, thereby turning back a tide of Asiatic invasion, which else would have swept over Europe.
- 2. The battle of Syracuse, 413 B. C., in which the Athenian power was broken and the West of Europe saved from Greek domination.
- 3. The battle of Arbella, 331 B. C., in which Alexander, by the defeat of Darius, established his power in Asia, and by the introduction of European civilization produced an effect which as yet may be traced there.
- 4. The battle of Metaurus, fought 207 B. C., in which the Romans under Consul Varro, defeated the Carthagenians under Hasdrubal, and by which the supremacy of the great Republic was established.
- 5. The victory of Arminius, A. D., over the Roman legions under Varus, which secured Gaul from Roman domination.
- 6. The battle of Cholons, A. D., in which Ætius defeated Attila the Hun, the self styled "Scourge of God," and saved Europe from entire devastation.
- 7. The battle of Tours, A. D. 732, in which Charles Martel, by the defeat of the Saraceus, averted the Mahammedan yoke from Europe.
- 8. The battle of Hastings, A. D. 1033, in which William of Normandy was victorious over the Anglo Saxon Harold, and the result of which was the formation of the Anglo-Norman nation, as dominant in the world.
- 9. The battle of Orleans, A. D. 1429, in which the English were defeated, and the independent existence of France secured.
- 10. The defeat of the Spanish Armada, Λ. D., 1853, which crushed the hopes of Papacy in England.
- 11. The battle of Blenheim, A. D. 1704, in which Marlborough, by the defeat of Tallard, broke the power and crushed the ambitious schemes of Louis XIV.
- 12. The defeat of Charles XII. by Peter the Great at Pultowa, A. D. 1700, which secured the stability of Muscovite Empire.
- 13. The battle of Saratoga, A. D. 1777, in which General Gates defeated Gen. Burgoyne, and which decided the fate of the American Revolutionists, by making France their ally, and other European powers friendly to them.
- 14. The battle of Valmy, A. D. 1792, in which the Continental allies, under the Duke of Brunswick, were defeated by the French under Dumouriez, without which the French Revolution would have stayed.
- 15. The battle of Waterloo, A. D. 1815, in which the Duke of Wellington hopelessly defeated Napoleon, and saved Europe from his grasping ambition.

# FREE SCHOOLS IN THE STATE OF NEW YORK.

Mr. Morgan, the State Superintendent, makes the following remarks in the conclusion of his annual Report for 1851 : - "Our schools are not yet entirely free. Deeply as this is to be regretted, after the noble, unyielding, and repeated efforts of the devoted friends of universal education-after the distinct and clear expression of the popular will in this respect - and after the unassailable grounds of principle and expediency so successfully vindicated by the advocates of reform-there are ample and abundant sources of consolation in a review of the contest which has been waged for the adoption of this great measure. So far as public opinion is concerned the question may undoubtedly be regarded as definitely settled. Reforms of this nature, when based upon sound reason and onlightened policy which underlie the principle of univer-al education, in a country such as ours, never go backwards. The indisputable right of every citizen of the American republic to such an education as shall enable him worthily and properly to discharge

the varied and responsible duties incumbent upon him, as such, can not long remain practically unrecognized in our republican institutions. It has already incorporated itself in the system of public instruction of several of our sister States; it has found its way into the municipal regulations of all our cities, and many of the most important towns of our own State; and above and beyond all, it has entwined itself into the deepest convictions and soundest regards of the great mass of the people. Its full assertion may be deferred, but cannot ultimately be repressed."

A member of the N. Y. Legislature in combatting the chief objections to free schools remarked as follows :-- "He was not prepared to relinquish the principle of free schools. No one will contend that any child should grow up without education. It is said that parents should educate their own children. This is true to a certain extent. But are parents to be the only ones who are to have anything to do with these children? The children are to form the pillars of the state—they are to form its citizens, and take part in the regulation of its affairs. The state then is to have more to do with the children than the parents individually. The parents are the agents only of the state. Now this education must be done by schools—schools which are open to all. There must be no distinction—there must be no pauper portion, and a portion, the education of whom is paid for by the parents. This must not be. It must not so happen that one child, educated by the state, shall grow up beside one who has been educated by his parents, and when by chance, they both occupy a seat here, for example, one is told by the other that he was a pauper scholar, while the other claimed to be educated by his parents. There was a self-respect possessed by every one, which will not submit to this. It must not be. Our schools must all be on one basis-free and open to all-they must be governed by one principle. It has been said that one man should not contribute to the education of another's children. Why not? Will any man tell me, why not? Has that man no interest in any other children but his own? Does he wish to see a community of children grow up ignorant, brotish, and become thieves and murderers? It has also been said that we might as well clothe and feed the children, and that principle, too, had been questioned. But the laws upon our statute books acknowledge this principle—the principle that the property of the state should feed and clothe the poor of the state."

## KOSSUTH ON THE DIFFUSION OF POPULAR EDUCATION: IN AMERICA.

During a recent speech at a dinner giving him by the Press of New York, the eloquent Hungarian thus characterized the present state of popular intelligence and zeal for education in America:-"In the United States, several of the daily papers reach from thirty to forty thousand readers, whereas the London Times is considered to be a monster power, because it has a circulation of from twenty five to thirty thousand copies, of which, I was told, during my stay in England, that the good, generous sense of the people has abated some six thousand copies, in consequence of its foul hostility to the just and sacred cause of Hungary. Such being the condition of your press, gentlemen, it must of course be a high source of joyful gratification to me, to have the honor to address you, gentlemen; because in addressing you I really address the whole people of the United States-not only a whole people, but a whole intelligent people, gentlemen. That is the highest praise which can upon a people be bestowed, and yet it is no praise—it is the acknowledgment of a real fact. The very immensity of the circulation of your journals proves it to be so-because this immense circulation is not only due to that constitutional right of yours to speak and print freely your opinions; it is not only due to the cheap price which makes your press a common benefit to all, and not a privilege to the rich—but it is chiefly due to the universality of public instruction, which enables every citizen to read. It is a glorious thing to know that in this flourishing young city alone, where streets of splendid buildings proudly stand, where a few years ago the river spread its waves, or the plough tilled, nearly one hundred thousand children receive public education annually. Do you know, gentlemen, what I consider the most glorious monuments of your country? If it be so as I have read it once—it is that fact, that when in the steps of your wandering squatters, your engineers go on to draw geometrical lines, even in the territories where the sound

of human step never yet has mixed with the murmurs by which virginal nature is adoring the Lord; in every place marked to become a township, on every sixteenth square, you place a modest pole, with the glorious mark, "Popular Education Stock." This is your proudest monument. However, be this really the case or not, in every case, in my opinion, it is not your geographical situation, not your material power, not the bold enterprising spirit of your people which I consider to be the chief guarantee of your sountry's future, but the universality of education; because an intelligent people never can consent not to be free."

IDENTITY OF SENTIMENT IN CELEBRATED WRITERS.—A remaikable instance of this identity occurs in the writings of those three profound observers of human nature—LaRochefoucauld, Shakspeare

LaRochefoucald in his mixims gives utterance to a satirical truism :-We have all of us sufficient fortitude to bear the misfortunes of others:

Shakespeare, that apostle of human nature, thus expresses the same sentiment :- Every man can master a grief, but he that has it. Much Ado About Nothing. Act III. Scene 2. And again :-

Men can counsel and speak comfort to that grief which they themselves feel not, but tasting it their counsel turns to passion.

No, no! 'tis all men's office to speak patience to those that writhe under the load of sorrow. But no man's virtue, nor sufficiency to be so mortal, when he shall endure the like himself-Ibid, Act V. Scene I.

Swift thus pithily paraphrases Shakespeare's satire :- I never knew a man that could not bear the misfortunes of others with the most Christian resignation.

He who admits ambition to the companionship of love, admits a giant that outstrides the gentler footsteps of its comrade.—Sir E. B. Lytton Bulwer's Harold.

PROPERTY IN GREAT BRITAIN .- The Committee of the House of Commons in their report on the law of partnership, which has, with the evidence, just been printed, state that, in round numbers, in thirty-three years since the peace to 1848, whilst lands in Great Britain have increased only £8,500,000 in annual value, or a little more than five per cent., messuages (being chiefly houses and manufactories and warehouses in and near towns, and inhabited by persons depending greatly on trade and commerce) have augmented above £26,000,000 in annual value, or about 30 per cent., in the same period. The value of railways, gas works, and other property chiefly held in shares as personal property, had increased about twelvefold in the same period.

\* For want of room, we have been obliged to omit in this number of the Journal our usual variety of Educational, Literary and Scientific Intelligence and Miscellaneous and illustrated articles. The continuation of the Descriptive Catalogue of School Requisites for sale at the Educational Depository, with many other articles in type we have also been compelled to defer. The Catalogue however will be continued, with some additions, in the next number. The accumulating correspondence with the Department from different parts of the Province on precisely the same points of doubt or dispute, induce us also to devote a larger space in this number to the official replies of the Chief Superintendent than we had intended-

Extra copies of this Number of the Journal may be obtained upon application, price 7 d. each, or 5s. per doz.

#### NOTICE.

THE Quarterly Meeting of the Board of Public Instruction for the United Counties of York, Ontario and Peel, will be held in the Court House, City of Toronto, on Tuesday, the 30th day of March, at 12 o'clock, noon.—John Jennings Chairman.—Toronto, March, 1852.

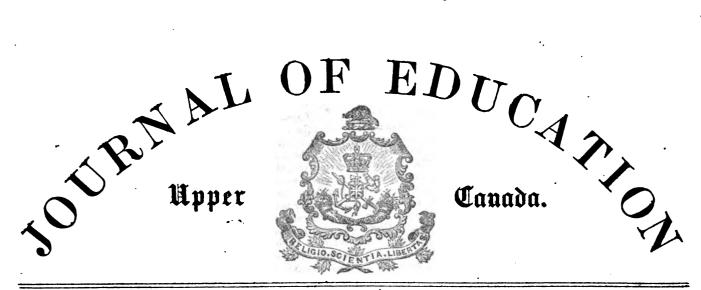
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All communications to be addressed to Mr. J. Groner Hossim,

Education Office, Toronto.





VOL. V.

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### ERRORS IN RESPECT TO SCHOOLS CORRECTED,

(By the Rev. Dr. Sears, Secretary of the Massachusetts' Board of Education, in his last Annual Report.)

It may be improper to begin our observations with an examination of certain vague ideas which are carelessly entertained, and vet have sufficient efficacy to be highly detrimental to the schools. Many seem to suppose, if their opinions may fairly be inferred from their actions, that the whole duty of the teacher is to instruct his pupils in "the common branches," as they are usually termed, and to maintain so much discipline as is necessary to that end. But every man of reflection will perceive that this platform is altogether too narrow; that neither the individual nor the community can realize the benefits of a true education if the Public Schools are conducted simply on this plan. In order to answer its purpose, any system of popular education must embrace, in addition to those branches, the cultivation of the manners, of the private and social virtues, and of the religious sentiment. The most perfect development of the mind, no less than the order of the school and the stability of society, demands a religious education. Massachusetts may be regarded as having settled, at least for herself, the greate question of the connection of religion with the Public Schools. She holds that religion is the highest and noblest possession of the mind, and is conducive to all the true interests of man and of society, and therefore she cannot do otherwise than to seek to place her schools under its beneficent influence. The constitution and laws of the Commonwealth enjoin it upon teachers to inculcate piety and Christian morals, love to God and love to man. But the Government does not in this, or in any other instance, regard religion as one of the legitimate ends of its own organization. The maintenance and

propagation of the Christian faith it very properly leaves to ecclesiastical bodies. It employs religion only as a means of its own security and prosperity, and even then only so far as it can do so without violating the rights of conscience. What it needs for its own safety and well-being is the the spirit of the decalogue as expounded by the Great Teacher of mankind, while varying creeds, which are so much in controversy, are not indispensable as a means of public education, especially in a country where such ample onpertunities exist for peculiar doctrinal instruction in other ways. Each family has, or may have, its religious tenets inculcated around its own fireside. It has also access to a Sabbath School of its own faith, or at least of its own choice; and may, moreover, always enjoy instruction from the pulpit in accordance with its own preferences. In the exclusion of distinctive creeds from the schools, religious persuns, of almost every name, are singularly agreed, and thus we have the sentiment of the people at large in support of the law as it now stands.

The formation of a virtuous character is the natural result of a right religious training. Still, as the principles of religion and moral truth may be taught without producing a corresponding character, it is more important for the teacher to lead his pupils to the practice of virtue than it is to instruct them in the theory of it. The school furnishes peculiar facilities for cultivating all the social virtues. Though the family may be regarded as the primary society where the principles of government are first taught and exemplified, there are many important lessons to be learned preparatory to general society, for the inculcation and practice of which the school presents more frequent occasion than the family. The number of persons associated together is greater in the former than the latter; social equality is more perfect; and the application of the principles of justice in regulating the little community is made more conspicuous. The authority of the teacher is less permanent and absolute than that of the parent. As the number of persons and the variety of character and dispositions increase, the machinery of government becomes more complicated. Beside the multitude of questions of equity which arise within the organization of the school, there are others growing out of peculiar external relations, as those of the school to the family, to the trustees, to the children not belonging to the school, and to the citizens at large. Here is ample scope for the exercise of all the social virtues; and the teacher who, while governing the school, aims at training his pupils to an intelligent view and voluntary discharge of all their duties, will find that his office invests him with an almost unlimitted power for expanding and ennobling the character of the young. The comprehension of all such relations as those above-named, and the application of just principles in regulating the conduct in each of them, are among the most appropriate and most important ends to be attained in the public schools. It is not enough to teach the rudiments of knowledge and to govern the school for the time being. The mind is to be educated for freedom by gradual growth in both knowledge and virtue, which shall render liberty safe by eausing a voluntary self-control, and submission to rightful authority.

Manners are to be regarded as a necessary accompaniment to morals. Indeed, there is no line of division between the two. They are related to each other as thought and expression are, and should be cultivated together. In the immature state of our society as compared with that of the old world, and in the engrossment of the general mind with enterprises for the accumulation of wealth, it is not strange that there should be some want of refinement, and that the national manners should, to cultivated Enropeans, appear somewhat anpolished. But the time has now arrived when it is not so easy as it once was to apologize for these defects. Such are now our means of intellectual culture and improvement in all that adorns human nature and society, that it is inexcusable longer to allow this blemish to adhere to us as a people. It is in the power of the public schools to change the whole aspect of society in this respect. They ean be made to act simultaneously upon every family in the Commonwealth. While refined manners would otherwise long continue to be limited mostly to certain favored circles, they might easily, by means of an improvement in our system of education, be made a blessing and an ornament to all classes in the community. Why should not the same hand that deals out knowledge indiscriminately to all the children of the Commonwealth, aim to engraft as universally upon the manners of all these children the amenities and courtesies of life? Let but the school trustees select their teachers to conduct their schools with reference to this object, and a change would come over the manners of the young which would add a new sharm to society. The erection of new and beautiful schoolhouses, and the introduction of neat and elegant furniture, have greatly facilitated the task of the teacher in regulating the intercourse and personal habits of his pupils. In a free country like ours, where children bave, of late, been becoming more democratic than their seniors, parents would do well to second the efforts of teachers in training the young to that deferential deportment, and to those common civilities, the absence of which can never be noticed but with grief.

# SECOND LECTURE ON FREE SCHOOLS. BY THE REV. JOHN ARMOUR, PORT SARNIA.

The second argument for "Free Schools," which I propose to consider is, "That the early intellectual education, and moral training, of the rising generation, is the chespest, as, it is also the best preventive of crime. We assume that the "free school system" is the best adapted, to introduce universal education, entire mental, and moral training, and thus be a preventive of crime.

Public crime, what is it? It may be defined as the infringement of another's rights and privileges. It is an act done, or something said whereby the peace of a person, family, or neighbourhood, is disturbed; or the safety of another person's character, or property is endangered. Experience proves that educating the young, is the surest, as it is also the cheapest, and best conservator from criminal habits. Corporeal punishment has failed to produce any salutary reform upon the criminal. Even the terror of capital punishment, has not restrained the vicious from the perpetration of crime. The culprit has been found to brave danger of all kinds, and reiterate his crime.

But what has been the prior history, and circumstances of the vast majority, of those who have required the enormous cost to the community, of court-houses, jails, and penitentiaries; and expenses connected with them. Their general character is such, as renders it painful to point them out. They have been poor, in their eircumstances, and unhappy in their parentage, and education. They have in youth, received no thorough intellectual culture, except such as inducted them into the mysteries of villany, and fraud. Their parents were in multitudes of cases, intemperate, and vicious themselves-if they had parents. But prison statistics, would lead us to believe, that they were mostly orphans, thrown upon the tender mercies of unkind relatives, or the world at large. Ye young persons here present, who have kind and pious perents, see that ye esteem them while ye have them! In Worcester, out of 476 prisoners, placed upon the calendar, and to be tried for crimes of various descriptions, committed during one year, only two of these had anything like a superior education. 204, or nearly onehalf could neither read nor write. There were only 20 of that number, who could read and write well; whilst 121 could read only very imperfectly. Lord Ashley, (now the Earl of Shaftesbury,) who

has made some noble efforts, to reclaim the thieves of the metropolis of Great Britain from their dangerous and criminal course, states the appalling fact, that of 372 of these desperadoes, with whom he had conversation, 278 had received no education whatever.

One who has particularly studied this subject, states the following facts, as the result of this investigation. "The proportion of these criminals, who had lost both their parents, before they were 10 years of age, averaged 32 out of the 100, or about one-third. One half of them had lost both parents before they were 15. Seventytwo, or about three-fourths of the hundred, had never been taught any mechanical business. And only four, out of the hundred, had ever wrought at any trade. They were generally deplorably ignorant, as also desperately vicious. Seldom is one found among this class, who has obtained a liberal education. One-half generally, can either not read at all, or read very imperfectly. Only one in twelve, could read, write, and cipher; and all were very defective in the knowledge of moral relations, and duties; and ignorant of religious truth." Thus, ignorant, and following every vicious course, they became adepts in crime. Men who break away from the restraints of early training, after the age of 21, have been found to be those who are not bound to society, by property, respectability of character, wife, or home. The most of criminals have been unmarried persons, and those who have broken out into crime, who were otherwise, have been unhappy in their domestic relations.

These statements, exhibit strikingly the important fact, that public crime is perpetrated, not so much by man, as a depraved and fallen creature, as from bad example, and the unrestrained sway of evil passions. Youthful depravity, if curbed by discipline and instruction in youth, can be so far subdued by education, as to make men, at least, good citizens, and useful members of society. To this accords the statement of the wise monarch of Israel, " Train up a child in the way he should go; and when he is old he will not depart from it." Youth is the season for cultivation and training; and the cases, wherein this training has failed, are so few, that the conclusion we would come to is, that if all were well trained, there would be few of those posts of society, who have gone forth among their fellow-men, unrestrained in their course of crime. In youth, let their intellect be improved by instruction. Let their passeons and propensities be curbed; and let them be taught the rules of equity and propriety. The state ought to see that all ner children are being educated; and it is the duty of every member of a state to do his part, not only to maintain the good order of society, but by preventive means also, to banish crime from among men. It is righteeuences that exalteth a nation. And every patriot, and philanthropist, should be ready to promote the righteous character

of the people.

The Free School system provides the means for the education of all-all contributing to its support. It puts it in the power of destitute children to have a good common school education; widows, and guardians of children may, from self respect, or necessity, feed and cloth such destitute children; but they may be unwilling, or unable to purchase books, or pay a rate-bill for them. The free School removes this obstacle. Let the sectional school be the sanctuary, open to all, where every child will receive a thorough common school education. Let the schoolroom, the teacher, the furniture, and the apparatus be common to all. Let not such children be entered, or educated as paupers; but as it is their right and privilege. Let us have Teachers of high attainments, and teaching of the best description. Let equal privileges be given to ail, whether rich, or poor; and all will be induced to attend the school. Thus will these orphans, and destitute ones, have placed before them an open door, where they will be trained as others, to become useful members of society. The ratebill, however, either closes the door against them, or they must be degraded by the epithet, pawper. Under the rate-bill system, these, the most destitute, and most to be sympathized with, among our race, would be deprived of this important privilege. Ye who are parents yourselves, and would wish to see your children wise and honorabie; and your whole neighbourhood also, rising in intelligence, and moral character,—fling open the school-house door to all. Let the whole be invited, and pressed to come without money, and without price. It is your greatest wisdom, to get the entire neighbourhood educated. That thereby peace, and industry, and prosperity may be the lot of all. And by this universal training, crime will be greatly prevented and much thereby gained.



In reckoning the expense of crime, I only looked at the expense necessary to maintain the strong arm of the law. But in this cost, we see but very little of that expense; consequently, we see but a fractional part of the gain which will be made by universal education. The cost of court-houses, jails, and the maintainance of judges, &c., is but a drop, in the bucket, in comparison to the actual loss a country sustains by crime. The loss by robberies, by thieving, by fraud, by drunkenness, by gambling, by prodigality, by weste of time, and strength, put forth to do evil, is immense. And this waste is the result of bad early training. An excellent writer has said, "Were what is engulphed in the vortex of crime, in each generation, collected together, it would build a palace of oriental splendour, in every school district, in the land. It would endow it with a library, beyond the ability of a life-time to read. It would supply it with apparatus, and laboratories for the illustration of every study, and the exemplification of every art. And it would requite the teacher for his services, in presiding over, and conducting the exercises of such a sanctuary of intelligence and virtue." And shall this waste of human means, and energies be perpetuated? Shall we not rather put forth one general and continuous effort, to raise society to general intelligence, and propriety of conduct. Who is there, that has an interest in the well being of his country, who will not come forward to aid in the benevolent enterprize, of educating the whole mass. Let us put forth effort, to try the mighty experiment. Let objections be laid aside, and objectors be silent, before such an important project as this. And if all were so trained, and became producers, beyond their consumption, poverty would be banished from our land and misery to a great extent from our world. Shall we not give the rising generation the highest blessing which parents can give to children; a sound, and a thorough education. By this means they will be raised to respectability and honour, to usefulness, and comfort. They will thus have the power of raising themselves in society, of creating riches, of filling important stations among men. Remember what the wise man saith,-"A wise son maketh a glad father, but a foolish son is the heaviness of his mother."

In concluding this argument, allow me to observe, that we who believe the Holy Scriptures, shall see the time approaching, when jails and penitentiaries will become more matters of history. They will then only be referred to, tas also the destructive implements of war.) as illustrations, and evidences of the barbarism, the crime, and the impiety of former generations. And by what steps, and means will it be that mankind shall be brought to such a perfection in morals and virtue? Doubtless, it will be the result of many combined influences; the schoolmaster will have a special share in bringing about this new state of things. Let teachers, therefore, be stimulated to widen the range of their own personal qualification. Let them rise high in mental, and moral attainments. Thereby their usefulness will be enlarged, and their profession become the more honourable. For in those days we have alluded to, the light of science in every department, and among all nations, from the least, even unto the greatest, shall be perfected. Moreover, in those days the light of the moon shall be as the light of the sun, and the light of the sun shall be seven-fold; as the light of seven days. Even now this day begins to dawn upon a benighted world, and the shadows of former ignorance, are fleeing away. If we would wish to be honoured with a share of the glory of bringing our world to this state of happiness, let us get, by "Free Schools," the door of education opened wide for all mankind; and every impediment, and obstruction removed, to obtain the diffusion of universal education, intelligence, and religion.

# SUGGESTIONS AS TO THE MANNER OF HEARING LESSONS, OR OF CONDUCTING RECITATIONS.

On the right manner of conducting recitations, depends the future usefulness of the scholar. His ability and capacity successfully to discharge the duties of life, and to meet his responsibilities, result from a judicious development of his faculties, a proper early training, and actual discipline of the mind.

The prime object to be secured in conducting recitations, is the greatest possible permanent improvement of the student. To accomplish this object, the teacher must secure the interest, and gain the confidence of his pupils. Thus his instructions will be rendered useful, and his labours profitable. Confidence is gained by exerci-

sing a spirit of kindness. Scholars should be faithful in preparing their lessons for recitations, and fix their minds intently on the instructions of their teacher. If they respect him, they will value the instruction he imparts. A proper digestion of the materials of study, if furnished with suitable mental aliment, promotes vigosous intellectual growth. If a judicious direction is given to the course and manner of study, the student, when put on the track, will pursue his onward journey with pleasure, profit and delight. Every opportunity and circumstance should be improved to inspire a scholar with confidence in his ability to do what he undertukes to do. The teacher should express his thoughts in language adapted to the capacity of the scholar. If he would be intelligent, his language should be intelligible. He should be able to perceive, almost by intuition, whether his questions or explanations are clearly comprehended by the learner. If he finds that they are not, he should vary his manner of expression, and present the same idea in different aspects, until it is fully understood. He must find access to the mind of a child, that he may be able to ascertain what he already knows. This pre-supposes on his part, an acquaintance with the principles of mental philosophy.

The instructors of youth should aim to call the thinking powers into exercise, teach them to observe, to discriminate, to compare, to investigate, to reason, and to judge, that they may be able to concentrate their thoughts, and express their ideas in chaste and appropriate language. Teach a person how to think, and he will soon find out what to think. Let him be made to set out right, and then so directed that he will form correct intellectual habits. The foundation will thus be laid for him to discharge his own duty towards educating himself; and he will go on increasing in knowledge and intelligence.

The teacher should frequently discourse on the benefits which will be derived by the learner from the studies he is pursuing, informing him that it will strengthen and invigorate his mind, augment his capacity for business, and mature and qualify him for greater usefulness. Scholars, where practicable, should recite in classes. The teacher should be familiar in his intercourse with his pupils, yet dignified—show by the kindness and benignity of his mien, that he is sincerely their friend,—should take scholars by susprise, put thought on the wing. He should be ever vigilant.

"To aid the mind's development, to watch The dawn of little thoughts, to see and aid Almost the very growth."

If there are difficulties in the lesson that have not been learned, or studied, these should be previously explained. Words above the capacity of the student should be defined in a manner that will call the judgment into exercise. The capacity of mental comprehension is increased by use. A direct telling a scholar a rule or reason for a scientific operation without thought on his part, is oftentimes an injury, especially to him who has hardly entered the vestibule of the temple of wisdom.

The why and wherefore should never be omitted, when it is apparent that the lesson is not understood by the scholar. There should frequently be a succession of questions to lead the scholar to the final answer. Scholars with proper restrictions, should be encouraged to correct each others' error. This will keep up an interest in the recitation, and serve to secure the attention of the wayward and indifferent. Every school and every class has an atmosphere peculiarly its own. The teacher should labor to regulate this atmosphere, so that it shall be considered by the members of the several classes, highly honorable and reputable to get a thorough knowledge of the studies to which they are devoting their attention. A great object will then be attained towards laying the foundation of this mental archetype of the future man. Variety is the spice of the teacher's success. A system should be adopted in every species of recitation, that will secure the faithful preparation of every member of the class; and each scholar should be held responsible for entire preparation on his proposed recitation. The principle that scholars should either know or not know, cannot be too strongly inculcated.

Never pamper the more easy of apprehension at the expense of those of loss active minds. The simultaneous answering of questions put to a class without discrimination, should not be practised, except in review, or when the recitation has nearly closed, where there is not time enough to put the questions to individual scholars in succession. Promptness and expedition should be the teacher's

motto. Students should be taught in the incipient stages of instruc-

Visible illustrations are analogous to practical life. Learn things, and then the names of things. Proceed from concretion to abstraction. Every scholar should be taught to use his eyes as he is passing through the world. We acquire definite knowledge by comparison and observation. To a child who has never seen a river, show him a brook or a rivulet; inform him that a river is many times larger than a brook, and that rivers are of various sizes. If he has a vague idea of a lake, tell him it is a large pond, and contains many times more space. To give one a definite idea of the shape of the earth which he inhabits, show him a globe, and give it a rotary motion. He will then easily comprehend what is meant by the revolution of the earth on its axis. The impressions communicated through the medium of the eye are lasting. I would, therefore, urge upon every teacher the importance of visible illustration in all the departments of teaching. In teaching the English alphabet, put a perfect form of the letter on the blackboard. Let it be imitated by writing, and carefully compared with the same letter printed in books.

"Teach one thing at a time," should be the teacher's maxim; analyze fully one principle before another is presented. Apply knowledge as fast as it is acquired. Convince a scholar of the value of useful knowledge, excite in him a desire to obtain it, furnish him the means of comprehending and unravelling difficulties, and he will soon learn to originate, treasure up, classify, and digest whatever he has acquired.—Massachusetts Teacher—Report of Mr. D. H. Sanborn.

# Pouths' Department.

#### THE COMING-IN OF SPRING.

The voice of Spring,—the voice of Spring,
I hear it from afar!
He comes with sunlight on his wing,
And ray of morning star.
His impulse thrills through rill and floed,
It throbs along the main,—
'Tis stirring in the waking wood,
And trembling e'er the plain.

The cuckoo's call from hill to hill,
Announces he is nigh;
The nightingale has found the rill
She loved to warble by;
The thrush to sing is all athirst,
But will not till he see
Some sign of him,—then out will burst
The treasured melody!

He comes, he comes! Behold, behold!
That glory in the east,
Of burning beams of glowing gold,
And light by light increased!
The heavy clouds have rolled away
That darkened sky and earth,
And blue and eplendid breaks the day,
With universal mirth.

Already to the skies the lark Mounts fast on dewy wings—Already, round the heaven, hark, His happy anthem rings—Aiready, earth unto her heart Inhales the genial heat—Already see the flowers start—To beautify his feet!

The violet is sweetening now
The air of hill and dell;
The snow-drops that from Winter's brow
As he retreated fell,
Have turned to flowers, and gem the bowers
Where late the wild storm whirled;
And warmer rays, with length'ning days,
Give verdure to the world.

The work is done;—but there is One Who hath the task assigned,—Who guides the serviceable sun, And gathers up the wind,—Who showers down the needful rain He measures in his hand,—And rears the tender-springing grain, That life may fill the land.

The pleasant Spring, the joyous Spring!
His course is onward now;
He comes with sunlight on his wing,
And beauty on his brow;
His inpulse thrills through rill and flood,
It throbs along the main—
'Tis stirring in the waking wood,
And trembling o'er the plain.

CORRELIUS WEBBE.

#### ILLUSTRATIONS OF ASTRONOMY.

## No. 3.—DISTANCE, MEASUREMENT, LIGHT AND HEAT OF THE PLANETS.

How infinite are the amplitudes of space! It has never been measured. Man, with all his inventive genius, can produce no instrument to encircle the universe. He can only contemplate its vast grandeur, its silent sublimity, and then in his insignificance, apply the tiny inventions of his own fancy-his unappreciable and intangible estimates of miles, degrees and circles, to approximate even in his own mind, to the magnificent distances of the planets from each other and their sister earth. To realise fully the extent of space in the celestial world above us is impossible. We can at once comprehend the extent of a mile, or 100 miles, and in a slight degree, 10,000, or 20,000 miles upon the earth's surface, but when the mind's eye is called upward to follow the astronomical explorer of millions, or hundreds of millions of miles, how futile are even its eagle efforts, how dimmed and faded its Justre, how weary its languor, and how child-like it turns to earth again, and by its terrestrial standards of vision seeks to gaze upon the universe.

In the science of Astronomy, therefore, we can only estimate space by the certain conventional and fixed distances. As these should be accurately known, we give a list and definition of those used in popular and scientific astronomy.

Degrees, Minutes, and Seconds explained.—In astronomy, the distances and magnitude of bodies are often given in degrees, minutes, and seconds. It will be necessary, therefore, to show what these mean.

"A circle is a plane figure, comprehended by a single curve line, called its circumference, every part of which is equally distant from the point within called its centre." A circle is represented on Map 3, at the right of Fig. 1.

A quadrant is the fourth part of a circle.

A sextant is the sixth part of a circle.

A sign is the twelfth part of a circle.

A degree is the thirtieth part of a sign, or one three hundred and sixtieth part of a circle.

A minute is a sixtieth part of a degree; and A second is the sixtieth part of a minute.

On the map the circle is divided off into parts of ten degrees each, and numbered in figures every thirty degrees, or oftener. It will be seen that one-fourth of a circle contains just three signs, or ninety degrees; and half a circle six signs, or one hundred and eighty degrees.

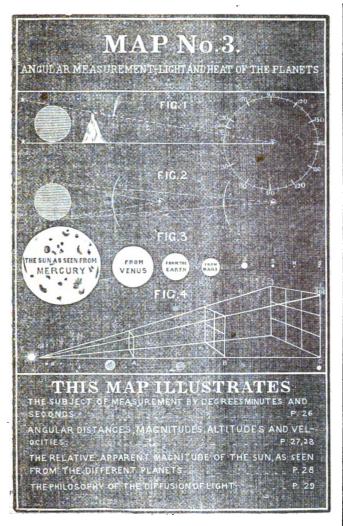
All circles, whether great and small, have the same number of degrees, namely, three hundred and sixty. But one hundred and eighty marks the greatest possible angle, as a pair of compasses can be opened no farther than to bring the legs in a straight line. These degrees, &c., are used to represent the angle which the two lines form, coming from different points, and meeting at the eye in the centre.

In the figure, the lines passing from the stars on the left to the eye, are found by the measurement on the circle to be ten degrees apart. If the dotted line was perpendicular to the lower or plain one, they would be ninety degrees apart, &c.

Degrees, minutes, and seconds are denoted by certain characters, as follows: ° denotes degrees, 'denotes minutes, and "denotes seconds. Thus, 10° 15′ 20", is read ten degrees, fifteen minutes, and twenty seconds.

Measurement by degrees, minutes, and seconds, is called Angular Measurement.

Angular distances, magnitudes, &c.—In Fig. 1, the observer is represented as seeing two stars on the left side of the map. By looking at the graduated or divided circle, it will be seen that the angle which these two stars make at the eye is 10°. The stars are therefore said to be 10° apart. If a globe filled the same angle, or number of degrees, as shown on the map, we should say it was 10° in diameter. If the space between the foot of a mountain and its top filled the same angle, we should say it was 10° high; and if a comet passed through the same angle in one hour, we should say its velocity was 10° an hour.



All circles, whether large or small, have the same number of degrees; but the angle which an object makes at the eye will be great or small, according as it is near to or distant from the observer. This is illustrated by Fig. 2. On the left is the object. To the observer in the centre the globe is 20° in diameter; but to the one on the right its diameter is but 10°. To a third observer, at twice the distance of the last, it would appear but 5° in diameter, dec. This shows why objects grow smaller in appearance as we recede from them, and larger as we advance towards them. Their apparent magnitude is increased or diminished in proportion to the distance from which they are viewed.

The Sun as seen from the different Planets.—By Map 2, on the 20th page of this Journal, it will be seen that the Sun is about twice as near to Mercury as he is to Venus. Of course then, according to the principle illustrated in Fig. 2, his apparent diameter must be twice as great when viewed from Mercury as when viewed from Venus. From the Earth it is still smaller, and so on till we view him from the distant orbit of Neptune, from which he would appear but a small glimmering point in the heavens. From the fixed star Sirius, he would appear smaller than Sirius appears to us.

The relative apparent magnitude of the Sun, as seen from the different planets, is represented by Fig. 3. His angular diameter would be,

From Mercury - 82½' From Astrea - 12' From Saturn - 3½'
"Venus - - 44¼' "Juno - 12' "Herschel 1½'
"Earth - - 32' "Ceres - 11½' "Neptune 50"
"Mars - - 21' "Pallas - 11½'

" Vesta - -  $13\frac{1}{2}$ " Jupiter

From Mercury it is supposed that the spots on the Sun would be visible to the naked eye, as seen on the map; and from Neptune the Sun kimself would appear but as a large and brilliant star.

Let the reader imagine himself as approaching the sun till it has four times its present apparent diameter, and his spots stand out in full view to the naked eye; and then let him recede from the sun, pass the earth and the orbits of Jupiter and Saturn, and retire away into space, till the sun appears but a glimmering star, and he will have some faint conception of the almost inconceivable distances of the solar bodies.

Philosophy of the diffusion of Light.—Light always moves in straight lines, unless turned out of its course by reflection or refraction. This is represented by Fig. 4 on the map; where the light is seen passing to the right, from the sun on the left. From this law it follows that the squares A B and C in the diagram would receive equal quantities of light; but as B has four times, and C nine times the surface of A, a single square of B equal to A, would receive only one-fourth as much light as A; and a square of C, equal to A, would receive only one-ninth as much. This difference in the amount of light received is caused by the unequal distances of the several squares from the miniature sun on the left. The distances are marked on the upper line of light by the figures 1, 2, 3.

The rule for determining the relative amount of light received by several bodies, respectively, placed at unequal distances from their luminary, is, that their light is inversely, as the squares of their distances. This rule, also, is illustrated by the figure. The square of 1 is 1; the square of 2 is 4; and the square of 3 is 9. Hence 1,  $\frac{1}{4}$ , and  $\frac{1}{9}$ , will represent their relative light, as already shown. The checks are designed to illustrate this rule.

Light and Heat of the several Planets.—By applying the foregoing rule to the planets, at their respective distances from the sun, we are enabled to ascertain the relative amount of light received by each; and on the supposition that their heat is proportionate to their light, we can easily determine their average temperature. At the bottom of the map the planets are placed at their relative distances from the sun, commencing with Mercury on the left, and extending to Herschel on the right. Immediately over each planet respectively, and near the upper line of the diagram, is marked the proportionate light and heat of each, the earth being one. They are as follows:

Mercury	61	Vesta	Jupiter	4
Venus	2	Astaæ		2
Earth	1	Juno 1		11
Mars	<del>}</del>	Ceres & Pallas i	Neptune	

It appears, therefore, that Mercury has  $6\frac{1}{2}$  times as much light as our globe; Herschel only  $\frac{1}{3}\frac{1}{6}\frac{1}{6}$ , and Neptune only  $\frac{1}{6}\frac{1}{6}$ th part as much. Now if the average temperature of the earth is 50 degrees the average temperature of Mercury would be 325 degrees; and as water boils at 212, the temperature of Mercury must be 113 degrees above that of boiling water. Venus would have an average temperature of 100 degrees, which would be twice that of the earth. On the other hand, Jupiter, Saturn, Herschel, and Neptune seem doomed to the rigors of perpetual winter. Think of a region 90, or 368, or 900 times colder than the average temperature of our globe!

"Who there inhabit must have other powers
Juices, and veins, and sense, and life, than ours:
One moment's cold, like theirs, would pierce the hone,
Freeze the heart's blood, and turn us all to stone!"

It is not certain, however, that the heat is proportionate to the light-received by the respective planets, as various local causes may conspire to modify either extreme of the high or low temperatures. For instance, Mercury may have an atmosphere that arrests the light, and screens the body of the planet from the insupportable rays of the sun; while the atmospheres of Saturn, Herschel, &c., may act as a refracting medium to gather the light for a great distance around them, and concentrate it upon their otherwise cold and dark bosoms.

EABLY COLLEGIATE EDUCATION.—The Rev. Principal Lee, in his usual inaugural address to the students of the Edinburgh University, in regard to the prosecution of their studies, said that all the eminent men of the age with whom he was personally acquainted, and who had risen to distinction, had gone to college at an early period,—Brougham at twelve, Dr. Chalmers at eleven, and Lord Campbell at eleven years and a half.

### Miscellaneous.

#### THE SEA.

Beutiful, sublime, and glorious;
Mild, majestic, foaming, free;
Over time itself victorious,
Image of eternity.

Sun and moon, and stars shine o'er thes, See thy surface cbb and flow; Yet attempts not to explore thee, In thy soundless depths below.

Whether merning's splendours steep thes With the rainbow's glorious grace, Tempest rouse, or navies sweep thee, 'Tis but for a moment's space.

Earth,—her valleys, and her mountains, Mortal man's beheats obey, Thy unfathomable fountains, Scoff his search and scorn his way.

Such art thou—stupendous Ocean!
But if overwhelmed by thee,
Can we think without emotion,
What must thy Creator be?

# TRINITY COLLEGE DUBLIN—HISTORICAL MEMORANDA.

On the occasion of the recent elections of a new Chancellor, Vice-Chancellor, and Provost, of this distinguished university, founded by Queen Elizabeth in 1519, we have taken the pains to compile some particulars regarding these offices. The new officers are:—Chancellor, the Right Honorable Lord John George Beresford, D.D., LL.D., Archbishop of Armagh, vice the King of Hanover, LL.D., Lord Chief Justice of the Queen's Bench, vice Archbishop Beresford—Provost, the Rev. Richard Macdonnell, D.D., Smith's Professor of Oratory, vice the Rev. Franc Sadier, D.D., deceased.

The last election to the High office of Chancellor was held on the 15th day of July, 1805, when his Mojesty the King of Hanover (then Duke of Cumberland, LL.D.) was elected.

In the 34th of Elizabeth the "Charta, sine litters patentes," founding "the College of the Holy and undivided Trinity of Queen Elizabeth, near Dublin," appoints the first Chancellor of the University, and provides for the election of his successors in the following terms:—

"Nam Cancellarii dignitatim honoratissimo Consiliario nostro Gulielmo Cecillio Domino Baroni de Burghley, totius Anglise Thestrurario, Delegatim approbamus, et, ut posthac idoneam hujus Collegii Cancellario Psepositus et major pars Sociorum elegant, ordinamus."

The Provost and Senior Fellows, consequently, are—anomalous though it be—the electors. The office is tenable for life, and the Chancellor is sworn (if he be resident of Ireland) generally in the presence of two of the Senior Fellows, deputed for that purpose, before the Lord Chancellor, or Lord Keeper of the Great Seal of England, or before the Lord Chancellor of Ireland.

The office is not a mere sinecure; we find that many important duties may devolve upon its holder. In the 13th Car. 1. we find he is constituted first of the visitors of the College, who form the Court of Ultimate Appeal, with very extensive jurisdiction, to use the words of the last-mentioned statute—"Omnes lite, actiones et controversias, quas Præpositus et major pars sociorum non possint componere, dirimant, et definiant et quod omnia gravjora delicta ab ipso Præpoeito et socils non emendata animadvertant."

The Chancellor appoints the Vice-Chancellor (who was previous to the 13th Car. I. elected by the Provost and Senior Fellows)— "Queen (i. e. Procancellarius,) uti sar est, a Cancellario Academiæ, cujus vicem gerit, seper eligi volumus." And by a subsequent section of the same act, in the event of a disagreement on the cooption of a Senior Fellow, the Chancellor may appoint a fit and proper person to the vacancy."

By virtue of the letters patent, or "Grant for regulating the Observatory on the lands of Dunsink" (32 George III., AD. 1792,) the Chancellor elects the Astronomer Royal (on Provost Andrews' foundation,) in default of appointment by the Provost and Senior Fellows within six months after the occurrence of a vacancy, and by the "Act for establishing in Ireland a complete School of Physic" (25 Geo. III., cap. 42, A.D. 1785,) the application of the

surplus fonds arising from Sir Patrick Dun's estates is subject to his approbation.

In the English universities the election of the Chancellors, as of all other University officers, is vested in convocation, consisting of the whole body of doctors and masters. In the Irish University the right of this election is vested in the Provost and seven senior Fellows of Trinity College. The practical difference of such opposite modes of proceeding is obvious. An election by the whole body of the higher graduates of a university may fairly be said to speak the voice of the classes it has educated. A nomination by seven gentlemen who have had the good fortune to live the longest or stick closest to their fellowships can hardly be said, except by accidental agmement, to give utterance to that opinion. Provost and senior fellows are at the head of Trinity Collegebut they are not the heads of the Irish University. In the universities of Oxford and Cambridge, in each of which there are many colleges, the separate existence of the university is plain. In Dublin, however, contrary to the expressed intention of the founders, the University to this day consists of but one college: nevertheless the university and the college are perfectly distinct bodies. We have had the curiosity to look into the statutes and regulations, and in these the existence of a convocation, composed of the higher graduater, and representing the University, is unequivocally and distinctly recognized. In point of fact that convocation does not assemble twice a year under the presidency of the Chancellor or his representative, and it is by the Chancellor or his representative, or it is by the Chancelfor as the head of that body, and upon a vote of convocation, that every degree is actually conferred.

The Primate of the Irish branch of the Church of England has nominally filled the place of Vice-Chancellor, but has in truth acted as Chancellor in the name of the King of Hanover. There is an obvious fitness in now conferring upon him the name of the office the functions of which he has in reality discharged.

In connexion with the recent election, the Board of Trinity College, offer a prize of £10 for the best ode, in Latin or English, in commemoration of the election of the new Chancellor to the University.

The office of Provost or President of Trinity College is in the gift of the Crown, and is worth £4,500 sterling, per annum, with other permissives.

The new Provost, Dr. Macdonnell, entered the University over which he now presides in 1800, and at the early age of thirteen, obtained the head place. His College course was throughout distinguished, including the head scholarship in 1803, and Bishop Law's Mathematical Premium in 1808, at his first sitting for it, and on distinguished answering, though amongst his competitors were several who afterwards succeeded in becoming fellows. By a curious coincidence, he was elected on his birth day, and at the age of twenty-one; being one of the few instances of such a distinction having been obtained so early. In 1820 he was chosen Professor of Mathematics, a post which he occupied for six or seven years.

In 1828, at a time when comprehensive views were not too frequently received, he published a letter advocating the necessity of many changes in the academic system of studies. These he warmly supported, as demanded by the extraordinary advance of science in the last half century, which made old institutions in many respects unfitted for the requirements of modern knowledge. The suggestions then offered were finally adopted, and formed the basis of those great changes in the College, commencing in 1835, which have raised its character so high. The constant developement of science, and the creation of new fields of study and research, make it of great importance that there should be no unwillingness in the heads of the University to meet the requirements of the age. He discharged the duties of Senior Bursar for eight or nine years, in which office his active and business-like liabits were of the highest benefit in systematizing the management of the College property, and made him familiar with its nature and position.

It is understood that his political opinions have never been of an extreme nature. While a warm supporter of the Established Church of England, he advocated Catholic emancipation, and in 1813 signed, alone amongst the Fellows, the petition in its favour. Of the system of mixed education adopted in the National Schools he has been from the first a consistent advocate.

#### M. GUIZOT ON WILLIAM THE CONQUEROR.

The following is the speech of M. Guizot on the occasion of the inauguration, very lately, of an equestrian statue of William the Conqueror, at his native town of Falaise, in the department of Calvadies, in France. The statue is a fine piece of sculpture, by a Parisian artist, which was lately exhibited in the Champse Elysee, in Paris. The extract will not disappoint the expectations of those readers who may be invited to its perusal by the fame of its distinguished author:—

You present, gentlemen, to-day, a rare example -- the example of a long and faithful memory after the lapse of ages. Nearly eight centuries have passed since King William died neglected in Normandy, which he had rendered so illustrious. It was with difficulty that there were found a few servants at Rosen—the scene of his death-to watch his remains. A few feet of earth were hardly obtained at Caen wherein to deposite his remains. On the present occasion you repair that indifference of his cotemporaries by your persevering care; and, owing to the talent of an eminent artist, King William is again beheld in his native town. Falaise repays him, after eight centuries, the glory which is received from him. It is a glorious deed to render justice to a great man. Great men, however, must not be flattered neither after their death nor yet during their life. Their errors, their faults, their vices, their crimes, when they have committed any, ought not to be kept a secret, but ought rather to be judged with severity. It is the right, as it becomes the duty, of impartial history. But this just severity once exercised, the evil once recognized and treated as it deserves, a truly great man still remains-great in the midst of all the imperfections his history discloses; and then it is our duty to admire and pay signal honor to his memory, inasmuch as great men are the glory of a nation, even where their despotism has been rude and dearly purchased

William was indeed a greatman; and if the greatness of princes be estimated, as it ought to be, by the difficulties of their deeds and the importance of their results, there are few who have been superior to him. You will not have forgotten, gentlemen, a deed which was accomplished in our time—the expedition of 1830 to Algiers the attempt to embark and transport to the other shore of the Mediterranean an army of 30,000 men to obtain from a barbarian the actiofaction due to us. What immense preparations were then made! What mighty efforts, what powerful means were employed by the aid of our advanced state of civilization ! And all that was deemed absolutely necessary, because the undertaking was difficult. You have now the proof that none of these precautions were unnecessary, because the undertaking was difficult. You have now the proof that none of these precautions were unnecessary for a view to their success; and the success of that enterprise has become the glory of its leaders.

In the 11th century, scarcely issuing from a barbarous condition, without any of the resources now furnished by civilization and science, Duke William assembled together, embarked, conveyed to the other side of the Manches, and landed on the enemy's territory, more than 30,000 men: and scarcely had he landed when he won battles, and conquered for himself a kingdom. So much for the citiculty of the enterprise. Now for the greatness of the results. William not only traver-ed the sea in small and fragile barques, with a mighty army—not only did he conquer a kingdom—he did still more; he founded a State—he strongly and solidly established his power on a foreign soil—his race and a new language and new institutions. And his work has lasted for ages, and it still endures. And it is in the tongue that King William spoke that the English Parliament still addresses its noble Queen, and in it she replies.

We have seen gentlemen, conquests more vast, more dazzling, than those of King William. They disappeared as rapidly as they were made. The phenomenon is indeed rare of invasion founding a State; yet William accomplished such a deed. William was in harmony with the spirit and the permanent interests of his age: he was as deeply imbued with a conservative spirit as he was gifted with the genius of a conqueror.

We are right in rendering him this justice, as his glory has cost us dearly. It was the origin of that national struggle, which lasted more than three centuries, between France and Eugland. It was William who, by establishing between two nations partial and precarious ties, began between them that epoch of terrible hostility,

and all the wars which lasted until they terminated in a complete separation of the two countries. We were the conquerors in that mighty struggle. We successively wen back all the parts of our territory, and ended gloriously by securing our national independence. We definitively drove the Norman invaders to the soil conquered by them, and whither we had sent them. The glorious creature—without parallel in the history of the world—with a nature half angelic, half heroic—Joan of Arc, forever destroyed what the successors of William the Conqueror labored to effect in France; and it was on the same spot of earth, in this very city of Rouen, (where King William met his death.) that the Virgin Warrior sealed with her martyrdom the deliverance of her country.

Yet I care not to dwell on those glorious but saddening memoirs of the past. I rather love to contemplate ourselves and the history of our own days. In our times, also, ships without number crowd our ceasts, and convey thousands upon thousands of voyagers to the shores of England. But is it for another war that they thus depart? No, no. It is benign peace that beckons and guides them to a foreign land and leads them back again. Their desire is not for chivalrous adventure, nor is their ambition that of conquest. They crowd thither to offer or bring back the pledges of reciprocal prosperity. The intercourse between the the two nations is now as pacific as it is frequent and animated. A Crystal Palace, where they congregate in thousands—an invisible thread—a flash of lightning shooting beneath the wave, which conveys from one to the other the message of their mutual wants and their mutual services--such, gentlemen, are the bonds which now replace those that William the Conqueror wished to establish.

Which of the two periods, gentlemen, is the happier? Which spectacle is the nobler, the more glorious? In the midst of the troubles and disquietudes which weigh upon us in our present agitated and precarious condition, we yet have a right to be proud of, and have full hope in, our own age, provided our hope and cur pride do not impel us into the pride of madness. We may justly speak of the benefits and the marvels of our civilization, provided that our civilization be not itself like a crystal palace which all men admire, but which all at once disappears, and that it cannot be said of it, in the language of the great poet, "that Normandy has given to France with its brilliancy the brittleness of glass."

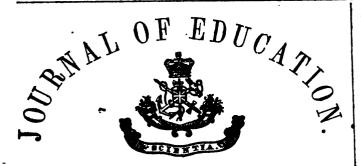
I wish not, gentlemen, to throw a gloom over this festivity by words of sadness; but you will pardon me the expression of a sentiment which is certainly that of all men of sense and of honor. When men who traverse the wide ocean are overtaken by the tempest, it is not sufficient to have a noble ship, well equipped, and well furnished with an intelligent, brave, and hardy crew; that crew must be united, and the whole ship must have stout anchora—for on these the salvation of all depends. Let us, gentlemen, be firmly united—let us know how to possess ourselves of the strong anchors of society—let us trust to them together, Yes! Heaven will deign to grant us salvation, if we act so as to deserve it.

ENCOURAGEMENT FOR MECHANICS.—GOVERNORS OF STATES.—We believe there have been one or two instances, but we cannot now remember them, where two brothers have been Governors of States at one and the same time, but there is no instance on record where brothers have been so far apart, and under such peculiar circumstances, as is now the case with the Biglers of Pennsylvania. William Bigler is the Governor elect of Pennsylvania, and his brother John Bigler is the Governor of the State of California. One will have charge of the keystone of the arch, the other over the Eureka of the confederacy. One will govern on the Pacific, the other, on the Atlantic. One will be chief magistrate of the State of vast mineral fields of iron, copper and lead; the other, chief magistrate of untold deposits of gold, silver, platina, and mountains of cinnebar.

"THE EDUCATION OF OUR CHILDRES is never out of my mind. Train them to virtue, habituate them to industry, activity and spirit. Make them consider every vice as shameful and unmanly. Fire them with ambition to be useful. Make them disdain to be destitute of any useful knowledge."—John Adams to his Wife.

The intellectual superiority of one man above another consists in his power of judging of the future from the past.—Stewart's Moral Philosophy p. ii., ch. ii., Sec. 4; Div. ii.





# TORONTO, MARCH, 1852.

REV. A. LILLIE'S TWO LECTURES ON THE GROWTH AND PROS-PECTS OF CANADA.—We are happy to find that our own estimate of the great value of these Lectures when soliciting the respected author to prepare them for publication in the Journal of Education, is fully justified by the reception with which they have met from other quarters. Not only have they been favourably noticed and quoted by several Upper Canada newspapers, but they have been republished entire by two newspapers in Lower Canada. Mr. J. G. Hoperns, conceiving that a pamphlet edition of them might be useful, applied to parties likely to take some copies in that form. Mr. THOMAS MACLEAR, Bookseller in Toronto, proposed to take 1,000 copies; and F. Widder, Esq., in addition to supplying some corrections and additional statistics, requested 1,500 copies for the use of the Canada Company in England. Since then, WM. MATTHIE, Esq., of Brockville, has written to Mr. Lillie, requesting permission to reprint an edition of 1,000 copies for "gratuitous circulation in England, Ireland, and Scotland." Permission has, of course, been given; and Mr. Lillie has collected and incorporated in his Lectures for the pamphlet edition a number of additional statistics. There are no copies of the pamphlet edition of the Lectures for sale in Canada, but those at the disposal of Mr. MACLEAR; and we hope he will be duly rewarded by the friends of Canadian progress for the spirited manner in which he has undertaken to promote the circulation of so useful a publication.

We know not of a more effective antidote to grumbling and defamation against Canadian institutions and progress, than Mr. Lillie's Lectures. Let assailants of Canada answer Mr. Lillie's facts and statistics if they can. Among the valuable additions of statistics which Mr. Lillie has made to his Lecture, is a comparison between the progress of Rochester and Buffalo in the State of New York, and Toronto and Hamilton in Canada. Rochester possessing great water privileges, and Buffalo being the terminus of Canal navigation on the one side, and of western lake navigation on the other, and the great depot of travel and merchandize to and from the Western States, have peculiar salvantages over Toronto and Hamilton; and we have often been pointed to Rochester and Buffalo, as exhibiting a growth of population to which nothing in Canada could be compared. Mr. Lillie has made the comparison, including the famed City of New Orleans, and the results are as follow:

"New-Orleans had in 1810, a population of 17,248; in 1830—46,310; in 1850, 119,285. That of Rochester, was in 1520, 1,502; in 1830, 9,269; in 1850, 36,561. Buffalo contained in 1810, 1,508; in 1830, 8,653; in 1850, 40,266 (Am. Alm. 1852, p. 200). Hence New-Orleans numbered in 1850, somewhat more than two and a half times what it numbered in 1830; Rochester, nearly four times; and Buffalo, about four and two-third times; while Toronto contained, in 1850, all but nine times its population in 1830; and Hamilton about four and a half times what it numbered in 1836."

# OFFICIAL ANSWERS TO QUESTIONS PROPOSED BY LOCAL SCHOOL AUTHORITIES.

[Continued from page 47.]

NUMBER 17.

A local Superintendent proposes several questions as to the respective powers of school meetings, trustees and others in a school section, the nature of which will be sufficiently apparent from the following answers returned to them:

"1. An annual or special school section has authority to say whether a school shall be supported by rate bill at a certain amount per quarter; but such meeting has no authority to say whether a child attending one week or one month shall pay for the whole quarter. The last part of the 8th clause of the 12th section of the 8chool Act makes it the duty of the trustees to adopt a monthly, quarterly, or half yearly rate bill, as they may judge best. Under the resolution, a copy of which you enclose, the trustees can, if they think proper, impose a rate bill of one shilling and three pence per month, (which is at the rate of three shillings and nine pence per quarter) and raise whatever balance may be required to make up the teacher's salary, &c., by assessment, as authorised by the latter part of the 7th clause of the 12th section of the Act.

"2. To your second question, I answer that trustees have no authority to levy a rate bill for less than one month.

"3. It is not lawful for any school meeting to adopt a resolution against all school tax, as the latter part of the 7th clause of the 12th section expressly authorises the trustees to levy a tax on property, if necessary to make up the balance of a teacher's salary and other expenses of their school.

"4. If a majority of a special school meeting called for that purpose, does not resolve upon any method of providing the teacher's salary, then the trustees have authority to provide for the whole balance of the teacher's salary, over and above the amount of the apportionment from the school fund, by assessing the property of the school section, as authorised by the latter part of the 7th clause of the 12th section of the Act. Thus adopting no resolution at such meeting as to the mode of providing for the teacher's salary, is equivalent to resolving in favour of a free school; for, in such circumstances, the Trustees have no authority to impose a rate bill on parents sending children to the school; they must raise whatever balance they require under the authority of the clause last referred to.

"5. The trustees have authority, under the 12th clause of the 12th section of the Act, to call as many special school meetings as they please, and for any school purpose whatever.

46. No other parties than the trustees of a school section have authority to call a legal meeting of the voters of such section.

"7. Each annual school meeting must be held the hour of the day, as well as on the day, specified by law. If any annual school meeting under your jurisdiction, was held at 6 o'clock, p.m., instead of at 10, s.m., of the day specified by law, the proceedings of such meetings are null; but according to the 5th section of the Act, the old trustee continues in office until his successor is elected, as authorised in the proviso of the 9th section.

"8. A trustee can be sued by no other than the majority of his colleagues for any neglect of duty. See 8th section of the Act. Therefore, if the majority of voters at a school meeting adopt resolutions according to which the trustees are of opinion they cannot employ a teacher and justly guarantee his salary,—(such, for example, as a rate of two dollars a quarter for pupils, or any rate bill so high as to prevent the attendance of the pupils) the trustees can, if they think proper, decline employing a teacher at all, and let the responsibility of having no school, and of losing the school fund (including the local assessment, part of it as well as the legislative school grant) be upon those who propose and support such unreasonable resolutions.

"I thank you for the energetic manner in which you co-operate in promoting the circulation of the Journal of Education—a publication from which I derive not a farthing advantage more than yourself, unless it be an advantage to be responsible for all expenses connected with its publication, besides the labour of editing it."

NUMBER 18.

In seschool section where a free school was established, children from neighbouring sections (in which the schools were not free)



were sent to the cheap school—crowding that school and depriving trustees of neighbouring sections of a portion of the ordinary means of supporting their own schools. The trustees of the *free* school section rather favoured this proceeding, and thought they could collect rate bills for the attendance of the non-resident children. A representation having been made to the Chief Superintendent of Schools on the subject, the following is the answer returned:

"In reference to the question you have proposed, I remark that the trustees of a school section have no legal authority to admit to their school any children not resident in their section.

"The 11th clause of the 12th section of the Act has reference to the collection of rates on the property of non-residents, but has no reference to the assumed admission of non-resident children to the School. The school of each school section is for the children of school age in that section, and for no others; otherwise the consequences would be what you justly state in your letter. In some instances children have been permitted to go to the school of a section in which they did not reside, but not when it has been objected to by any party residing in the section, either to or from which such children have been sent."

#### NUMBER 19.

The nature of the questions proposed by a party concerned, relative to certain powers of school meetings and Trustees, is sufficiently indicated by the following answers returned to them:

"In reply to your questions, I remark that no school section meeting has authority to tax any man according to the number of his children of school, or of any age, as you may see by what I have stated at some length on this subject in the *Journal of Education* for December, p. 163.

"A school meeting has a right to vote that a rate bill of  $7\frac{1}{2}$ d. pcr month shall be paid for each pupil attending the school.

"The Trustees, therefore, of section to which you refer, have a right, and it is their duty, to levy the rate bill of 7½d. per month for each pupil attending the school; but they have no right, nor can they collect by law the proposed rate of 5s. for each child resident in the school section between the ages of 5 and 16 years, whether such child attends the school or not. But if the school fund apportionment for the year, and the monthly rate bill of 7½d. per pupil, are not sufficient to make up the salary which the trustees may think proper to pay the teacher and defray the other expenses of the school, the trustees have authority, by the latter part of the 7th clause of the 12th section of the school act, to assess the property of the school section for the balance they may require for such purposes."

### (TO BE CONTINUED.)

#### [OFFICIAL.]

Circular to Wardens of Counties on the omission of County Clerks and Local Superintendents of Schools to transmit certain information required by law.

Sin:—I have the honor to call the attention of the Municipal Council, of which you are Warden, to several matters relating to Common Schools:—

1. The 1st clause of the 35th section of the School Act makes it my duty to apportion on or before the first day of May, the moneys which have been granted by the Legislature for the support of Common Schools in Upper Canada during the current year; and I should have been happy to transmit herewith a statement of this apportionment of such moneys, so far as your Council is officially interested, had the officers whom you have appointed, furnished me with the information required by law to enable me to do so. In order to apportion the Legislative School Grant to any Municipality, for the current year, as required by law, I must have from such Municipality its audited financial school accounts and its school reports for last year. But I have not yet received the former from one County Council in Upper Canada; and I transmit you the names of the Townships within your jurisdiction from which the required school reports have not been received. As I am depending upon the information contained in the accounts and reports referred to, for the data and grounds on which to prepare and notify the current year's school apportionment, it is impossible for me to perform this part of my duties at the time so appropriately fixed by law, unless each County Council, and the officers appointed by it, will fulfil the conditions and perform the duties enjoined upon them by law at the time and in the manner prescribed in the statute.

- 3. As to the Auditor's report of the School Accounts of the County and Sub-treasurers, a certified copy of the abstract of which the 5th clause of the 27th section of the Act requires the County Clerk to transmit to this Department, on or before the first day of March, I have to remark, that, in a circular dated as early as 31st July, 1850, I called the attention of the Council to the provisions of the law in regard to the mode of securing and paying the local School Fund, and suggested the manner in which it could be systematized and simplified; and in a circular from this Department, dated 4th March, 1851, the auditing of the accounts of the School Fund and reporting other information on school matters, was specially brought before the Council. But I regret to say that from no County has one such audited abstract of accounts for 1851, as required by the clause of the Act referred to, been yet received by this Department. This has arisen, as I have been informed by some County Clerks, (who have readily furnished me with such information as they possessed on the subject) from the delay on the part of Subtreasurers to send in their accounts, or from the absence of that responsibility and security on the part of those officers which the law requires each County Council to see should be given. I hope this matter will engage the prompt and effective attention of your Council.
- 3. Another subject which I have to bring before the Council is the furnishing me with copies of its proceedings "relating to school assessments and educational matters," as required by the 3rd clause of the 27th section. Some County Clerks have annually performed this duty faithfully and well; but from others I have received no information whatever,—either of the appointment and post office address of the local Superintendents and County Treasurer, or of the proceedings of your Council on educational matters. The attention of County Clerks was drawn to this matter also in the circular of the 4th of March, 1851—and some of them immediately either partially or wholly complied with the law, but have omitted to do so this year.
- 4. Accuracy and punctuality in the transaction of every kind of business connected with the interests of the several Municipalities throughout the country, is an important branch of public education, and an essential element in the intellectual and social advancement of the people. The establishment of County and Township Municipal Councils has tended and is largely contributing to educate the people in a correct appreciation and management of their own local affairs. The school system carries the principle of local self-government into each school section, as well as county and townsnip; and a correct and systematic manner of working it out; of devising and accounting for all its financial operations; of reporting its state and progress, is a comprehensive and powerful agency of social trai ing, —apart from the advantages conferred by the schools, and the information diffused by reports. And it is for each County Council, by the fulfilment of its own functions, by the appointment of suitable local school officers, and by seeing that each of them performs his duties enjoined by law, to aid in procuring a progress and "consummation so devoutly to be wished."
- 5. I will lose no time, after obtaining the necessary returns, in notifying the apportionment of the Legislative School Grant for the year; but as the aggregate amount of it is the same as that of last year, the variation in the amount apportioned to each Township, arising from the variation in the comparative increase of population in different municipalities, cannot be very great. On the basis of last year's apportionment, your County Council might therefore proceed forthwith, should it think proper, to levy the local assessment part of the School Fund for the year.

I have the honor to be,

Sir,

Your obedient Servant,

E. RYERSON.

Education Office,

Toronto, 1st day of May, 1852.



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[Continued from the January Number, page 13.]

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14. Gaza. 22. Sannaria.
15. Thyatira. 23. Thetes.
                                                                                              24. Nazareth.
23. Lebanon.
28. Mount Sion.
27. The Jordan.
25. Dannascus.
29. Rome.
30. Nineveh.
     The Dead Sca.

    The Dead Signature
    Bethlehem.
    Askelou.
    Tyre.
    Ephcaus.
    Pergamos.
    Jericho.
    Laodicca.

                          1. SCRIPTURE NATURAL HISTORY, OBJECT LESSONS.
Ditto ditto plain, ditto ...... 0 0

The type of this series of peripture prints is much larger than that of the foregoing.
                      List of Subjects, taken from the Natural History series.
    1. The Lion.
2. The Bear.
3. The Camel.
4. The Ass.
                                          5. The Wolf.
6. The Rhinocercs.
7. The Hippetamus.
8. The Crocodile.
                                                                                    9. The Serpent.
10. The Serpent.
11. The Locust.
12. The Quail.
                               2. NATURAL HISTORY, &c., OBJECT LESSONS.
 042
                                                     List of Subjects.
                                                   7. The Ass.
8. Trees.
9. The Horse.
10. The Cat.
11. The Cow.
12. The ole.

    The Pig.
    The Tiger.
    Fish.
    The Hen.
    Ibe Lion.
    The Owl.

       The Shepherd's Dog
    2. The Sparrow.
3. The Hare.
4 The Sheep.
5. The Duck.
                                  3. SCRIPTURE SCRIES, OBJECT LESSONS.
 List of Subjects engraved from the celebrated paintings of the Old Masters.
  1. Adam and Eve expelled from Paradise,
2. The Death of Abel.
3. Nosh leaves the Ark.
4. The Death of Goliah.
5. The Birth of Christ.
6. Christ blessing little chilling of the Woulden.
7. The Practicular of Goliah.
7. The Birth of Christ.
8. Christ blessing little chilling of the Woulden.
9. The Crucifixion of Christ.
10. The Ascension of Christ.
11. Jesus appearing to Mary.
12. The Ascension of Christ.
 6. Mourning.
7. Ploughing.
8. Writing.
9. Sitting at Meat.

1. Washing the Hands.
2. Ancient Boules
3. Mills, Matt. xxiv. c. 41 v.
4. Beds.
5. Thresbing.
                                                                                     10. Putting off Shoes.
11. Manner of Paying Ho-
                                                                                     mage.

12. Flat Roofs of Houses.
 List of Subjects taken from the series of the Prophetic Sites.
 1. Babylon. | 3. Lebanon. | 5. Jordon. | 7. Mineveh. | 9. Jerusalem. | 11. The Dead Sea. 2. Egypt. | 4. Nazareth. | 6. Carmel. | 8. Rome. | 10. Bethlehem. | 12. Tyre.
7. The Cartoons, by Rapaelle, Engraved after the celebrated originals in Hampton Court Palace, England.
 1. The Miraculous Draught of Fishes.
2. Christ's Charge to Peter.
3. The Lame Man Healed at the Beautiful Gare of the Tempte, by Fear and John.
4. The Death of Ananias.
5. Elymas, the Sorceter, struck Blind.
6. Paul and Barnabas at Lystra.
7. Paul Freeclaing at Athens.
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# Educational Intelligence.

#### CANADA.

#### MONTRLY SUMMARY.

We have received an interesting account of the proceedings of a meeting of the inhabitants of L'Orignal, for the purpose of accepting from C. P. Treadwell, Esq., Sheriff of the United Counties of Prescott and Russell, a site for a grammar school-house, accompanied with a handsome donation in the shape of four town lots. Steps are being taken to erect a grammar school forthwith, and the warm thanks of the inhabitants have been accorded to Mr. Trendwell for his generous liberality ..... In acknowledging the receipt of some apparatus and school requisites from the Educational Depository, Toronto, the intelligent and active teacher, Mr. J. T. McColl, of Kilworth, who had ordered them at his own expense, thus writes : " I have introduced them into my school, and find that they are calculated to supply that which has long been felt to be a desideratum. They are interesting and instructive to juveniles and adults. The children seem highly delighted with the lessons from them. In order to make my school still more a school of knowledge, and consequently more interesting and attractive. I he ewith enclose £2 additional for a set of National History Object Lessons.".... From the Barrie Herald we learn that at the recent Examination of Teachers, in the County of Simone, the Chairman of the Board, Mr. Gowan, Judge of the County Court, after an excellent address on the duties and responsibilities of the newly licensed teachers, presented two valuable works as prizes to the candidate most proficient in grammar and geography. Mr. Lanon, of Penesanguishene, was the successful competitor .... The Western Progress, of the 26th February, contains an excellent article upon the erection of good school houses, in connection with the interesting notice of the new school house which has lately been erected in school section No. 7, Nissouri, and West Zorra. From the writer's description of the house and premises, both seem, as it regards internal arrangement, ventilation, and outward attractiveness to realise the character of a model Canadian common school. In conclusion, he remarks: "We call the particular attention of our readers not only to the excellent house and its excellent arrange nents, but also to the spacious grounds that have been secured to it. It is the intention of the trustees to surround the whole with a high close board fence, to divide the rear part of it into two separate yards, one for boys and the other for girls, in which suitable buildings will be erected, and to level and plant the ground with trees and shrubs. Fortunately several magnificent trees are already growing on the premises, where they were planted by the hand of nature. They are still young and vigorous, but we trust and pray that, until they become venerable with age, they may be the silent but solemn witnesses of a policy in the successive boards of trustees, as enlightened and liberal as that which has been pursued by the present incumb nte; and that under their shade many a youth may sport or repose, who, in after life, shall honour his country by his talents, and bless mankind by a character and course of virtue and benevolence, the foundation of which shall have been laid there." .... We are happy to observe that vigorous efforts are being made to erect school houses, during the ensuing spring and summer, in the towns of Port Hope, Belleville, Perth, Brantford, &c., &c. May we venture to hope, that the admirable example of the trustees just reterred to will not be lost sight of .... The British American, of the 2nd instant, contains an extended notice of the recent school examination in the town of Woodstock. Much local interest seems to have been excited in the examinations, and in the success of the common schools of the town. The corporation were invited, and the Court House-the scene of the examinations-was crowded on the two evenings devoted to the exercises of the occasion. Col. Whitehead presided. The proceedings were conducted under the superintendence of the Rev. Mr. Ball, to whom George Alexander, Esq., in the course of an interesting address, stated the town was indebted for the origin and arrangement of so pleasing an entertainment. We cannot but urge the example of Woodstock upon other towns in Upper Canada, where the public are too apt to regard the success of the public schools as unimportant. ....The inhabitants of Bowmanville are about raising means for the establishment of a female academy in their beautiful village..... From the report of the trustees in the town of Belleville, published in a local paper, we learn that out of a school population of 1,175, 1,103 pupils attended the free schools during 1851! A most gratifying argument in favour of free schools generally. In consequence of this great increase in the attendance of pupils over former years, the trustees intend to enter into contracts for the erection of three new brick school houses, 60 feet by 16..... Steps have also been taken to erect three ward school houses in the town of Brantford, for similar reasons.....The annual Examination in Knox's College took place about the middle of this month. They are reported as having been thorough and most satisfactory. About 50 students had been in attendance. .... Victoria College is reported to be in a very prosperous condition ..... A

Proprietary School for young ladies has lately been established in Toronto under the patronage of Bishop Strachan .... The Municipal Council of Peterboro' and Victoria have acted upon the principle of not appointing any person to the office of local Superintendent of schools who would not be eligible to hold a first class certificate. This at least should be the lowest standard of appointment to such important offices......The Municipal Council of the Counties of York, Ontario, and Peel, are also anxious to fix a high standard for the office of local Superintendent. In the Report of the Educational Committee (concurred in by the Council) great stress is laid on the importance of continuing the circuit, in opposition to the township system of local superintendence. The committee is of opinion, that in order to conduce to the uniform and simultaneous attain. ment of improvement, which it ought to be the main object of all general systems to promote, it is necessary to render the sphere of duty allotted to the respective superintendents, sufficiently extensive as to require the whole undivided assiduous attention and ability of the persons filling such situations to be devoted to the service. And, in case of small divisions, it is obvious that such salaries as could be afforded for such services, would by no means afford remuneration for the services of the nature contemplated by your committee, and the natural result is and must be, the assumption of the highly responsible situation of school superintendents by individuals, who, whatever may be their ability or zeal in the cause of education, must and naturally will, make the discharge of their duties in that behalf, subordinate to the more imperative demands of their professional or other regular avocations .... We have received, by local papers or in writing, accounts of the examinations of the following schools. Want of space alone prevents us from noticing each of them in detail, viz :- Union Central School, London, U. C., Mr. H. Hunter, Principal; Hastings County Grammar School, Mr. A. Burdon, Principal; the Schools in Sections No. 2, Mosa, teacher not named; No. 1, St. Thomas, Mr. and Mrs. Crane, teachers; No. 4, Toronto Township, Mr. Walsh, teacher; No. 4, York Township, Mr. Diamond, teacher; the school in Mr. Boyd's Settlement, Mr. Warren, teacher-to this school, M. McDonnell, Esq., generously presented two brass mounted globes; the School at Ingersoll, Mr. Izard, teacher.

Normal School Examination .- The examinations of the pupils of this interesting fustitution were concluded on Wednesday, the 14th inst. A considerable number of strangers were present, and took much interest in the questions upon various subjects of study, some very abstruce and difficult, and in the prompt replies of the pupils, who, although fewer in number than in former years, appeared to be of a better class. The talents and industry of Mesers. Robertson and Hind were amply proved in all the departments. The most interesting examination, perhaps, was that upon the proper method of i. struction and of managing schools: the directions for the government of children were truly admirable, and appeared to be firmly impressed on the minds of all the pupils. In agricultural chemistry, we have the authority of Mr. Buckland in saying, the examination was exceedingly good, and history appeared to be a favourite study. We were glad to learn that the history of Canada formed a very important department of this branch. After the conclusion of the examinations, the Rev. Dr. Ryerson, Chief Superintendent of Schools, gave a short sketch of the events of the Session. He said that the Institution had lost its former buildings from the coming of the Government to Toronto-and its new edifice not being finished, there had been a want of accommodation, which had prevented him from endeavouring to increase the attendance of pupils. There was, in consequence a considerable reduction from former years. Ninety-three had applied for admission: thirteen had been refused, and eighty had been entered; but of these thirty-nine had been compelled to leave for various causes, and only forty-one were now present. The system they had formerly pursued of holding two sessions during the year, of five months each, had been abandoned, and one session of nine months introduced. The severe labour during this long time, had, however, a hurtful effect upon health, and nearly twenty pupils were obliged to leave in consequence, (with the intention of returning, however,) and it was now determined to revert to the old plan. Some of the scholars who entered were found mentally incapacitated for the studies, they were recommended to retire. Others were compelled to leave from want of pecuniary means. Doctor Ryerson then proceeded to mention the progress of the pupils in agricultural chemistry, under Mr. II. Y. Hind; in writing under Mr. Stacy; and in drawing under Mr. William Hind, a brother of the former gentleman, who has recently arrived from England, with high testimonials from the Principals of the Government School of Art. A trial of four months had been given to this latter branch, and the proofs of progress which were placed around the walls, were very satisfactory indeed. They were all drawn from actual objects, and were not mere copies. Dr. Ryerson then proceeded to speak of the demand for qualified teachers, in consequence of the strictness of the County Boards of Examination, and the public money not being given to a school taught by any person not passed through their hands. The pupils of the Normal School were very much in demand; salaries of £75 to £100, were often given to them, and



occasionally even more. He also mentioned that the Inspector General had been so much impressed by the excellence of the education imparted, that he had resolved to employ a particular number of the pupils of the Institution in the Customs' department. After some other remarks, Dr. Ryerson called upon his Lordship Chief-Justice Robinson to present the prizes given by the Governor-General to two pupils, the most proficent in Agricultural Chemistry. The fortunate competitors, S. P. Robins, of Northumberland, and Thomas McNaughton, of Durham, were called forward, and his Lordship made a very appropriate address, congratulating them upon their success in their studies, reminding them of the responsibility which their abilities imposed upon them, and of the duties which lay before them. He also referred to the improved condition of the teacher in the Province at present, as compared with former days, and of the advantage which the government grants for education conferred upon the people. The proceedings closed with a benediction by the Rev. John Jennings. The following list contained the number of marks each student obtained in the examination for His Excellency's Prize --

1. S. P. Robins, of the County of Northumberland, 266, 1st Prize.

2. Thos. McNaughton, of the County of Durham, 199, 2nd do.

3. Alexander Lester, of the County of Lanark, 197.

4. Alexander Martin, of the County of Lenuox, 192.

5. Catharine Johnston, of the County of York, 189.

6. Samuel Ross, of the County of Simcoe, 182.

7. William Tilly, of the County of Simcoe, 173.

8. Benjamin F. Fitch, of the County of Norfolk, 163.

9. Elijah Procunier, of the County of Norfolk, 152.

10. David Halliday, of the County of Renfrew, 138.

11. E. R. Morden, of the County of Hastings, 126.

—[The Glebe.

#### THE EASTERN PROVINCES.

New School Law for Nova Scotia .- From the Journal of Education for Nova Scotia, we learn that a new school law for that province has been submitted to the Legislature, at the instance of the active Superintendent, J. W. Dawson, Esq., embracing the provisions of the present law, with some large and important additions, designed "principally to meet these great deficiencies in our present system-want of training for teachers-small school attendance-insufficient salaries of teachers-and want of system in the management of individual school districts. It is proposed to remedy these evils-1st, by a Provincial Normal School; 2udly, by the introduction of county assessments to a limited extent; 3rdly, by making the schools free; 4thly, by introducing greater system and order into the appointment and proceedings of trustees of schools; 5thly, by a general and annual inspection of the schools.'s In the proceedings of the House, we find the following: "Hon. Provincial Secretary rose to introduce a bill for regulating the support of schools, and explained that it had been prepared principally by the Superintendent of Education. Mr. Fraser asked whether the bill was a Government measure. Hon. Provincial Secretary said that we had generally kept education apart from politics, and perhaps it was desirable to continue so, but the Government had no objection to hold themselves responsible for the fate of the bill. Mr. Marshall .- The only objection to that would be the danger of it being lost." (Laughter.)

New School Law for New Brunswick.—From the Reporter we learn that an act to regulate the "Parish Schools" of New Brunswick has passed the Legislature. Some of its features and offices are derived from ours. It creates the office of "Chief Superintendent of Schools" as in Upper Canada. Two gentlemen are spoken of as candidates for the office: the Rev. James Porter and M. d'Avray, Esq.

New School Law for Prince Edward Island .- It is a singular and pleasing coincidence to find that each of our sister colonies are now endeavouring, by legislative enactment, to promote the educational interests of its inhabitants. From a recent speech of Sir A. Bannerman, on open ing the Parliament of Prince Edward Island, we find that a comprehensive system of education is in contemplation for introduction into that province. His Excellency remarks:-" During my visit in the country, I ascertained with regret, that there is a lamentable want of education, and, until lately, great spathy seems to have prevailed on this most important question; while in this town I am happy to find many benevolent individuals taking a warm interest in the rising generation and the cause of education. It becomes, therefore, the duty of the Legislature to put their shoulders to the wheel, and in addition to the provisions they make for the academy in Charlottetown and district schoolmasters, to take care that the inestimable blessing of education be extended to every corner of this colony. The necessity for a more efficient system is a subject which has for some time occupied the anxious attention of the Government, and a measure will soon be submitted for your consideration, which, I am sure, will meet with from you that impartial deliberation and favour which its great importance demands."

### BRITISH AND FOREIGN.

#### MONTHLY SUMMARY.

A commission has been granted by the new government to inquire into the working of the National Educational System in Ireland......The Most Rev. Archbishop D. Murray, of Dublin, one of the warmest promoters of National Education and a member of the Irish Board, died recently at his residence, aged 83. His appearance was most venerable and apostolic..... The Rev. Thomas De Vere Coneys, Professor of the Irish language in the Dublin University, died recently at his chambers in Trinity College..... The Rev. Dr. Duncan Mearns, Professor of Divinity in King's College and University, died in Old Aberdeen, in the beginning of March. He was appointed Professor in 18I5......It is understood that the English government have signified to the Court of Rome that no charter will be granted to the 'Catholic University,' and that its degrees will not be recognized by the state. The Queen's Colleges will be maintained,..... A bill has been brought into parliament by the Lord Advocate of Scotland, to alter the terms of admission to the secular chairs in the Universities of Scotland. The professors, by the provision of the bill, will not be required to subscribe to the Confession of Faith..... The town councils of Cupar and Kirkaldy have followed the example of Edinburgh in petitioning parliament in favour of the Bill standing for the second reading on Monday, the 20th March, for the removal of tests in the Scotch Universities...... The first "Ragged School" in Great Britain was established in Aberdeen, in 1841, and its utility going so far beyond the expectations of the founders, they have changed the name to "Industrial School." Schools of this sort are now found all over the kingdom...... A scheme has just been propounded for converting the Leamington College, now a proprietary establishment, into a public school, upon a similar principle to those of Harrow, Eton, Rugby, and Winchester. One gentleman has already made a testamentary disposition of £500 in support of the new foundation; and the Lord Bishop of Worcester, has signified his willingness to accept the Visitorship of the new institution.

Maynouth College .- The sixth annual report to her Majesty of the visitors to Maynooth College, has been printed. The visitation was held on the 2nd of December last. The names of the superiors, professors, and students were called over by the senior dean; 13 superiors and professors answered to their names, one professorship having become recently vacant; 516 students were found to be in attendance. The president said he had no complaint to make. The students had attended to their studies with assiduity and success, and their moral conduct was irreproachable. In fact, there had been no deviation from rule or discipline in the college since the last visitation, which called for anything severer than admonition. The oath of allegiance had been taken by the students, and those who had entered since would take the oath at the next quarter sessions. No alteration had been made in the course of studies, nor any material alteration in the college dietary. The new buildings were in an unfinished state for habitation. The grounds had been levelled and drained. The visitors state:-" In conclusion, we consider the general result of our visitation to be satisfactory."

Extract from the Earl of Derby's Speech upon Education .believe, and rejoice to believe, that the feelings of the community at large, the feelings of all classes, high and low, rich and poor, have come to this conclusion, that the greater the amount of education which you are able to give, and the more widely you can spread that education throughout the masses of the country, the greater chance there is for the tranquility and happiness and well-being of the nation. But when I use the term "education,"-do not let me be misunderstood; I do not mean by education, the greatest development of the mental faculties, the mere acquisition of temporal knowledge, and mere instruction-useful as no doubt that may bewhich may enable the man to improve his condition in life, may give him fresh tastes, and give him also, by this means, the opportunity of gratifying those new tastes and habits. Valuable as such instruction may be, when I speak of education I speak of this, and this only-education involving the culture of the mind, the culture of the soul, and the laying of the basis and the foundation of all knowledge upon a knowledge of the Scriptures and of revealed religion. I desire to look upon all those who are engaged in the work of spreading education, even though they be of a different opinion to that to which I am sincerely attached, rather as fellow-labourers than as rivals, in the warfare against vice and irreligion. I will say nothing which can be offensive to any of those who differ with me in opinion, or who belong to other communities; but I must say that, for the promotion of Education and of religious knowledge, I will rest mainly on the exertions of the clergy of the United Kingdoms.

Extract from Lord John Russell's Speech on Education.—In connection with the foregoing extract from the present Premier's speech on Education in England, it may be interesting to give the views of the ex-



Premier on the same vitally important interest as embodied in his reply to a deputation from the National Public School Association, just before his retirement from power:-I have very long felt that the state of education in this country is not such as we can be proud of; indeed it is such as we ought almost to be ashamed of. The government of Lord Melbourne proposed what they thought might be attempted as an improvement upon the existing system of education, and their proposal was only carried in the House of Commons, in committee of the whole house, by a majority of two. Sir James Graham, under the government of Sir R. Peel, proposed a scheme of education, which was founded upon much consideration, and in which he made large concessions to different objectors, but he was at last obliged to abandon the scheme altogether. My own opinion is that the question is advancing to a solution; but that it is not at present in such a state as to be ripe for the government to undertake it. When there were only Sunday Schools existing in the country for the poorer classes, the British and Foreign School Society attempted a more general system of daily schools. They made it necessary by their scheme that instruction in the Bible should be given. They refused any creed or Catechism, or anything that would exclude those who would agree to the reading of the Bible-That system inevitably and obviously included religious instruction. When the National School Society was set up, they required not only that the Bible should be read, but that instruction should be given in the Liturgy and Catechism of the Church of England. That system of course included religious instruction. There have been a great many schools established by the Wesleyans. They require that the whole of the Bible should be used in those schools. These facts show that in all these different bodies, and I believe I may add among the Congregationalists and other religious bodies as well—the tendency of the societies has been to combine religious with secular instruction, and the funds they have collected have been employed for that purpose. I think that at present the general opinion of the country is for a combination of religious with secular instruction. I have, perhaps, some prejudice on this subject. I have for a very long period belonged to the British and Foreign School Society, and I have very much adopted their views upon this question. That may be a prejudice on my part. Mr. Fox says, and truly, that there is a great resemblance between this scheme and that adopted by the government and enforced in Ireland, and enforced too very successfully; but I think it hardly follows that, though that is the best scheme for Ireland, it would be the best scheme for this country. One thing I may observe, I have seen with great satisfaction in the case of Manchester. I believe that a great majority of those, who, in Manchester, pay the rates, are willing to concur in paying an additional rate for the promotion of education, and I think that a very encouraging circumstance. Men do not generally say they would rather pay more rates than they now pay, and their being willing to pay a rate for education proves the estimation in which education is held, and the great benefits to be derived from it. I wish only further to say that I hope you will go on with your scheme. I must certainly say, I do not share the opinions of those who think there is any hostility between secular and religious instruction. I am convinced that secular instruction, so far from being hostile to religion. will prepare the minds of those so instructed for the reception of religious instruction, will make them better capable of understanding that which the ministers of religion teach them, and that there cannot fail to be in good secular instruction, give it as you may, the inculcation of great truths -love to God, admiration of the creation of the world, love to their neighbours, and those general doctrines, which, though not the Christian religion itself, prepare the minds of those instructed for the reception of the truths of Christianity.

Education in Italy.—118 elementary schools of the first grade for boys, and 25 for girls, are supported by the Sardinian Government; 4,242 schools of a second grade for boys, and 1259 for girls. There are also 5.11 male private schools, and 602 for girls. The amount expended in support of these schools exceed \$330,000 a year, and the number of pupils stated to be 200,000. There are 104 institutions of a higher grade, with 900 teachers and 12,000 pupils. In the Universities there are 3,000 students, for the support of which the Government gives \$124,000 annually, and the same sum to the schools.

University of Athens.—An American gentleman, Mr. H. M. Baird, at present attending this University, in a recent letter to the N. Y. Commercial Advertiser, writes as follows:—The University commenced its sessions nominally in the latter part of September: but the weather has been so warm (warmer than in August in New York) that the course has but lately begun. The lectures are delivered constantly from 8 a.m. to 7 p.m., and generally three will be delivered at the same time. I, however, shall attend but three lectures daily at the utmost. At eight in the morning I attend a lecture by Prof. Venthylus until nine. He translates on two others Eschylus's play of Agamemnon, into modern Greek. From nine to ten I hear Prof. Asopius on the Odyssey, the Greek poets, &c. Then I

study until eleven, when a student and myself for an hour translate alternately from English to Greek, and vice versa. This is a very instructive exercise. Then I study, either committing to memory words from a vocabulary, translating, or studying the grammar, until five o'clock, when I hear Prof. Manousis, a very good historian, on universal history; and at 6 Prof. Paparagopoulos on Greek history.

General Assemb y's Education Scheme. - The importance of this Scheme, we are convinced, will commend it to the liberality of all the friends of the Church of Scotland. There are at present on the Assembly's scheme 119 schools in the Highlands and Islands, attended by about 7,500 children; and 45 schools in various other parts of Scotland, attended by about 4,500 children. In addition to these, there are 13 female Schools, attended by unwards of 700 children. Besides the children who are attending these schools on the week day, there are upwards of 2,000 who attend the Sunday schools taught by the Assembly's teachers; and there are 1,000 children attending the model schools attached to the two normal institutions in Edinburgh and Glasgow; so that in all, nearly 15,000 children were reported as attending during the last half year, and during the whole year fully 16,000 had been receiving instruction at the schools supported by the General Assembly's Education Scheme. At the two normal institutions. for the better training of teachers, during the year ending May last, 50 young men, selected by comparative trial, from all parts of Scotland, had been admitted, and maintained and instructed gratis; and not fewer than 109 others, young men and young women, on payment of very moderate fees, had been receiving instruction at these seminaries to qualify them as teachers in elementary schools.-[Edinburgh Advertiser.

University of France .- The Moniteur of yesterday contained the first of a series of long expected decrees on the University of France. It is through this institution that the Minister of Public Instruction is brought into ultimate communication with the whole rising generation of France, regulates the internal economy of every academy in the country, dictates the branches which shall be studied and the particular authors who shall furnish the text books, and appoints and revokes the professors, rectors and pedagogues. I will give the heads of the decree, the importance of which you will not fail to perceive. The president will hereafter appoint and revoke the members of the superior council of education, the inspectors general, all rectors and professors, the members of the bureau of longitude, of the observatories of Paris and Marseilles, and the administrators of all public libraries. The functionaries of the inferior degree, including the schoolmasters throughout the whole country, will be appointed and revoked by the Minister of Public Instruction. Then follows a decree reconstructing the Council of Public Instruction. Theirs, Cuvier, Dubois, Cousin, Floureus, Dupin and Orfila are dismissed, and others appointed in their places, among whom are MM. Troplong, Baroche, Michel Chevalier, de Paxtalis, Delangle and Uisard. M. Dumas, the chemist, is appointed vicepresident. A list of nominations of inspectors-general, is given in the third decree, and their salaries are fixed in the fourth.-[Corr. N. Y. Com. Adv.

# UNITED STATES.

#### MONTHLY SUMMARY.

The reforms which have been urged in the Government of this ancient College, which belongs to the State of Massachusetts, seem to have resulted in quite a unanimous desire on the part of the Unitarians that their Divinity School should be severed from the College. A memorial to this effect from the President and Fellows of the College was submitted to a Committee of the Board of overseers who have recommended its excision..... Samuel Olney, teacher in one of the public schools in North Providence, was fined ten dollars and costs on Saturday, for severely flogging Charles E. Peckham, aged about eleven years...... In the Texas House of Representatives a bill, appropriating a million of dollars for the establishment of a system of common schools, out of the five millions to be first received from the United States, and also appropriating for the same purpose a tenth of any money which may hereafter arise from the sale of the public domain, together with the ten per cent. of the annual revenues set apart by the Constitution for the establishment and support of common schools, was passed.

A Free University.—A proposition is on foot in New York to establish an institution at Albany, to be called the National University, the leading features of which, as appears by the bill now before the Legislature for the purpose, are the following: 1st. One pupil from each of the Assembly districts of the State, to be educated at public expense, in the University to be established at Albany, by the foundation of at least fifteen professorships, to be approved by the Regents. The pupils to be not less than eixteen, nor more than twenty-five years of age; to be for the two years next previous residents of the District, and to be paid their actual travelling expenses once a year, not exceeding two cents per mile. 2nd. \$200 annually to be appropriated for each pupil, to wit: \$80 for his tuition and \$120

for his personal support, making \$25,600 annually for two years. The pupil to be also entitled to remain in this University for a further term of two years, without charge for tuition, or expense to the State. 3rd. The State pupils to be selected according to morit, after full, open, public competition in their respective districts—for which purpose two examiners are to be annually chosen by the supervisors in each Assembly district, each supervisor voting for one; and the two highest to be elected.

Report of the Superintendent of Common Schools in the State of New York .- We published the annual report of the Hon. Christopher Morgan yesterday, designing to connect some remark and a synopsis of it with the brief summary of the Rev. Dr. Ryerson's report of Common Schools in Upper Canada, but the arrival of the foreign news frustrated the intention. Mr. Morgan's report, however, is important and suggestive enough for a separate article, both for its theme and the mode of treating it. Very ably indeed did the late superintendent of common schools\* discharge the operous and responsible duties of that office, in addition to the other branch of official labour imposed upon him. The cause of education ever found in him a zealous and steadfast friend; and his successor, of whose capabilities for the important post we have a high opinion, nor less of his devotion to its duties, will find a field well prepared to yield a full harvest to reward his labours. Aside from political preferences, Mr. Morgan's retirement will be regretted by all who have watched his earnest devotion and assiduous labour in the cause of common school education, and assuredly all will bear testimony to his unfailing urbanity of intercourse. This much it seemed only just to say of one who, after long and faithful service to the state, has now retired into private life. To the preparation of the report before us, which may be regarded as his closing official act, he appears to have applied himself with much care. After glancing briefly at the difficulties attending the operation of a free school act of 1849, amounting at one time almost to a suspension of the system, the principle of which the people had approved by a large majority, the superintendent describes the present actual condition of the schools. On the 1st day of July, 1851, there was 11,479 school districts within the state, 2792 of which are "joint districts," comprehending portions of two or more towns. Reports have been received from 1,080 of those districts, and with but few exceptions the accounts are eminently gratifying and encouraging. The whole number of children between the ages of five and sixteen, residing in the state on the 31st of December 1850 was 754,047, of whom 726,291 had been under instruction for a shorter or longer period during the year-a much more pleasing condition of things than that yesterday mentioned as prevalent in the province of Upper Canada. In addition to these common schools. however, there were 2,277 private schools, having an attendance of 45,840 pupils. The number of schools for coloured children was 105, in which 5305 children were taught during the year. The number of volumes in the district libraries was 1,508.077, being an increase during the year of 57,127 A glance at the annual cost to the people of this state of the gratuitous education of its children, cannot but excite admiration of their patriotism, for that alone could prompt such generosity. The aggregate amount of expenditure for school purposes during the year is one million eight hundred and eighty-four thousand, eight hundred and twenty-six dollars, The expenditure for teachers' salaries was \$1,350,345: for district libraries \$39,104; for school house sites, building school houses and school house repairs and furniture, \$455,176. A state that thus liberally provides a free education for its eight hundred thousand children may expect the blessings of Heaven as well as the benedictions of men, and while such a wise and noble policy is pursued, every succeeding generation will be further removed from submission to despotism on the one hand, or indulgence in anarchy on the other. Having disposed of these statistics, the superintendent enters upon an earnest discussion of such legislative measures as he deems yet necessary for the perfection of the system by making education absolutely free, without the imposition of any rate bill. He also presses upon the Legislature the restoration of county superintendents. There does not seem to us to be any room for reasonable doubt of the propriety of re-establishing this valuable and efficient class of officers, while in Mr Morgan's report the most unanswerable arguments are adduced in support of it. We trust the present Legislature will favourably regard the recommendation, and enact a law during the session for the reappointment of county superintendents. But more than this is required in order to perfect the arrangements of the department for procuring and disseminating statistical and general information respecting the common schools, and we most cordially concur in Mr. Morgan's suggestion in tayour of separating the office of state superintendent of common schools from that of Secretary of State. Either office will sufficiently engross the attention of one man, and the importance and the labor of each are augmented every year.-[N. Y. Commercial Advertiser.

Education in Iowa.—In Iowa there are five hundred and eightyone public schools, taught by about the same number of teachers, of whom nearly half are females. In each township of the State, one square mile of land has been set apart to remain forever devoted to the support of public schools. The number of acres thus reserved in the whole State, is about one million, which, with other land devoted to the same purpose, are now worth two and a half millions of dollars, increasing in value at the rate of at least ten per cent every year

Education in Wisconsin. - By the enactment of a code of Free Common School Laws, Wisconsin has laid the foundation of a system of public schools designed to secure to all her children the means of elementary instruction. For a State which has so recently become the abode of civilized man, this is a good beginning. But this is not all she has done for education. Already she boasts of her State University, for the endowment of which she has made magnificent provision. This institution is located at Madison, the capital of the State, and, though founded but two years since, the number of students in the regular college classes is now between twenty and thirty, while in the grammar and Normal Schools, many others are preparing for an early admission. The Chancellor of the Board of Regents is Rev. John H. Lathrop, LL. D. There are collegiate institutes at Janesville, Racine, Renasha, Milwaukie and Appleton. Beloit College, located in the thriving town of Beloit, is principally endowed by donations from New England States, and its friends entertain the hope that, in time, it may become the "Yale" of the West. The number of students at present is about thirty. In the P.eparatory and Normal Departments connected with it, there are eighty students. Thus the foundation of her system has been laid, and her enterprize we doubt not, will, in due time, rear a superstructure which will increase and secure her prosperity and raise her to an enviable rank in the scale of intelligence and civilization.

## Literary and Scientific Entelligente.

MONTHLY SUMMARY.

With the view of increasing the efficiency of the English schools of design, new "Department of Practical Art," intended to have the superintendence over the various schools of design, and to be connected with other self-supporting institutions which aim to advance education in art, has recently been organized at the Board of Trade.....John Shittery, a young Limerick boy, who has displayed proofs of great artistic talent, and has received the first prize of the Dublin School of Art, is about to be sent to the continent, to pursue his studies further, at the expense of a few gentlemen, who take a kind interest in him .... The Americans are about to do honour to the memory of the late J Fennimore Cooper, the celebrated novelist, by the erection of a statute .... The Emperor of Austria has ordered a monument of Metastasia to be erected in Vienna, where the poet passed the greatest part of his life, and composed all his works. The fossil remains of an elephant have recently been found in the excavations on Burlington Heights, near Hamilton ..... The curstor of Archbishep Tenison's library has discovered among the books under his care a manuscript copy of St. John's Gospel, in the Ethiopic character. It is supposed to be of the twelfth or thirteenth century, and is said to vary from the received version......It is said that the Duke of Wellington lins consigned the publication of his papers to Lord Mahon ..... Mr. Maciulay has delayed the publication of the third and fourth volumes of his History of England, in consequence of his having obtained some new information relating to King William the Third ..... The copyright treaty between France and Great Britain, securing works of art and literature to the authors, was signed at Paris, January 18th..... The Roman Government have sanctioned the introduction of postage stamps for the prepayment of postage on letters. The stamp is about the size of the English postage stamp, and on it is the representation of the tiara and keys, the budge of papal dignity and power... -- The cyphers 1 2 3 4 5 6 7 8 9 which we use, began to be used in Europe for the first time in 1240, in the Alphonsine Tables, drawn up by order of Alfonso, son of Ferdinand, King of Castile, who employed for that purpose Isaac Hazan, a Jew, chanter of the Synagogue of Toledo and Aben Ragel, an Arabian. The Arabs derived them from the Indians in 900. The other Orientals had them from the Spiniards in a very short time. The first Greek who had used them is llanudas, in a work which he dedicated to Michael Paleologus in 1270. Thus the Greeks had them not from the Arabs but from the Latina. The first time that these cyphers were seen in Paris was in 1256, in the Sphere of Jean de Serbois. buried in the Mathurins ...... Mr. Hamilton. of New York, has written a letter to Kossuth, in which he remarks that "the time has come when certain developments must be made public," and asserts that the famous proclamation of neutrality, issued by Washington, with the furewell address, and most of Wasyington's important papers, were written by the great American Statesman, Alexander Hamilton He refera to his father's confidential correspondence to prove what he asserts.



<sup>\*</sup> The Hon, Henry S. Randall, having been recently elected Secretary of the State of New-York, succeeds Mr. C. Morgan, as State Superintendent of Common Schools, ex-

# Editorial Notices, &c.

### THE PRINCIPLES OF CHEMISTRY,

Illustrated by simple experiments, by Dr. Julius Adolph Stock hardt, translated from the German, by C. H. Peirce, M.D., with an Introduction by E. N. Horsford, Professor of Chemistry, in the University of Cambridge, (Mass.) - Cambridge, John Bart LETT; Toronto: DRPOSITORY, EDUCATION OFFICE.

There is no department of knowledge to which the present age is so deeply indebted for its rapid progress in arts, manufactures, and refinement, as to the Science of Chemistry, and yet there is no Science whose general principles are so little understood by the people. The principles of Chemistry, in one form or another, are involved in every operation of domestic economy, or daily industry. The study of the mere elements of Chemistry has, however, no place in our grammar school course, much less in that of our common schools; neither is it found to engage the attention of young persons during those many hours of idleness, which occur in winter evening's, and which might be most profitably and delightfully employed, in acquiring that practical information which the work before us is especially designed to give.

Chemistry has always been considered as a Science which involves the possession of expensive apparatus to enable the student to prosecute his enquiries. Professor Horsford says in his introduction to Dr. Stockhardt's book: "works designed to teach Chemistry by experiment are already in use, both here and abroad, but most of them take for granted the possession of expensive apparatus and a luboratory; scarcely any are designed to bring the practical study or the Science within the means of the more elementary schools; -- and none are to be found suited to the winter evening firesides all over the country, where the younger and the more advanced of both sexes would delight in chemical experiments, did not the apparently necessary expense of apparatus forbid them. It is to meet the latter two wants as well as those of a general textbook, that the work of Professor Stockhardt, edited by my late assistant Dr. Peirce, is eminently suited."

In Dr. Stockhardt's principles of Chemistry nearly every statement of the relations which exist between different substances is illustrated by experiment; the most important changes which occur in bodies subjected to chemical forces, are shown by diagrams, and whatever is susceptible of being described by drawings is truthfully and intelligibly delineated. The apparatus required to conduct the most important of the numerous experiments given in the text, are "a few tubes and flasks, a spirit lamp, some corks india rubber and reagent bottles."

Besides inorganic Chemistry, or the Chemistry of inert matter this work comprehends organic Chemistry, or the Chemistry of vegetables and animals. It also includes to a small extent, what may be termed, the Chemistry of manufactures; illustrating the principles of the manufactures of gas, soap, beer, vinegar &c., &c.

The copy of the work before us, (3rd American edition), forms an octavo volume containing 680 pages, printed in large type on good paper, and written in a singularly attractive style-a recommendation which translations do not usually possess.

We seriously commend Dr. Stockhardt's work to all who would desire to obtain, without an instructor, an acquaintance with the principles of Chemistry, which may truly be said to be THE science of the day.

# LECTURE ON TEACHERS' MORALS AND MANNERS:

Delivered before the American Institute of Instruction, Keene, N. H. By H. R. Oliver. Boston, Ticknor & Co., 1851; Rochester, D.M. Dewey. 12mo., pp, 40.

An experienced teacher, to whom we handed this lecture for examination, has expressed the very great pleasure and satisfaction he experienced in reading it. Its counsels are most valuable, and are given in an agreeable and kindly spirit. The gentle yet marked tone of criticism on certain sins of omission, arising "out of our notions of independence," is very amusing indeed, coming as it does from a New Englander, and addressed to an exclusively American audience. The remarks would have some point addressed even to Anglo Americans.

#### AN ESSAY ON EDUCATION:

Delivered before the Teachers' Institute, Markham. By James Whyte. 18mo., pp. 23. Toronto, T. H. Bentley; 1852.

One striking peculiarity of this Essay is, that the name of Canada does not occur once in its pages. Every country in Europe, and some of the States in America are referred to, but our own is entirely omitted!

#### HEAT AND VENTILATION:

General Observations on the Atmosphere and its Abuses, as connected with the common mode of Heating Buildings; together with Practical Suggestions on the subject. 8vo., pp. 59. Rochester, D. M.

Dewey, 1852.
Thoroughly impressed with the great importance, and, at the same time, Thoroughly impressed with the great importance, and, at the same time, with the great neglect of proper ventilation in public and private buildings, the author discusses his subject con smore. The anecdotes and illustrations of the injurious effects of a defective system of ventilation, are most interesting, as well as full of counsel and warning. We have from time to time endeavoured in these pages to impress upon school trustees and others, the absolute necessity—arising from a tendency in youth to contract fatal diseases in close, ill-ventilated school-rooms—of providing especially, in the construction of school-houses, proper facilities for the escape of impure, and the constant admission of pure air. The perusal of this excellent pamphlet could not fail to influence trustees on this point.

#### Acadia College. The Inaugural Address:

Delivered by the President; and his Introductory Lecture to the Theological Course; with an Appendix. Halifax, N. S. Bowes and Son, 1851.

We have to thank the Rev. Dr. Cramp, the President of Acadia College, who is well known in Canada as a warm friend to education, for a copy of this pamphlet. The Rev. Dr. seems to have entered upon his duties in Acadia College with much energy and ability. His Inaugural Address, though brief, is practical; while the chief excellence and force of the writer is embodied in the introductory Lecture. Great care and industry are evident in its preparation. dent in its preparation.

# A DICTIONARY OF THE GERMAN AND ENGLISH LANGUAGES:

Abridged from the author's large work for the use of Learners. By G. J. Allen, A. M., Professor of the German Language and Literature in the University of the City of New York. In two parts. I. German and English; II. English and German. 12mo., pp. 549 ≥293 ≥ 842. New York, D. Appleton & Co.; Rochester, D.M. Dewey, 1852.

This is a most valuable work. It is compiled from the works of Hilpert, Flugel, Greib, Heyse, and others. It indicates the accentation of every word, and contains several hundred German synonyms, agether with a classification and alphebetical list of the irregular verbs, and a dictionary of German abbreviations. The work is strongly and neatly bound.

THE BOARD OF PUBLIC INSTRUCTION for the United Counties of YORK, ONTARIO and PEZI., hereby give Notice, that an examination of Candidates to fill the office of COMMON SCHOOL TEACHERS, will take place at the times and places hereinafter mentioned with

TEACHERS, will take place at the times and places hereinafter mentioned, viz:—

AT THE COURT HOUSE, City of Toronto, on TUESDAY, May 11th, at 9 a.m. Revds. John Jennings, H. J. Grasett, John Barclay, John Roaf; Dr. Hayes; R. Cathcart, J. McMurrich, and J. B. Boyle, Esquires.

AT DUFFIN'S CREEK, on the same day and hour. Examining Committee: The Rev. Messrs. Waddell, R. H. Thornton; Dr. Foote; W. B. Warren, and E. Annis, Esquires.

AT BRAMFTON, Chinguacousy, on the same day and hour. Examining Committee: The Revds. J. Pringle, H. B. Osler, R. J. Macgeorge, J. Campbell; T. Studdart, Esquire; Dr. Crumbie.

AT NEWMARKET, on the same day and hour. Examining Committee: Thomas Nixon, Joseph Hartman, and R. H. Smith, Esquires.

AT RICHMOND HILL, on the same day and hour. Examining Committee: The Revs. J. Dick, J. Boyd; D. Higgins, Amos Wright, and T. Harria, Esquires.

Esquires.

All Teachers presenting themselves for Examination, will be required to select the particular Class in which they propose to pass; and previous to being admitted for Examination, must furnish to the Examining Committee satisfactory proof of good moral character, such proof to consist of the Certificate of the Clergyman whose ministration the Candidate has attended, and in cases where the party has taught a Common School, the Certificates of the Trustees of said School, and of the Local Superintendent. Each Candidate will be expected to attend the Examination in his own School Circuit, if possible.

Candidate will be expected to attenu me Circuit, if possible.

It was resolved by the Board, at its last meeting, That there shall be only one Examination of Teachers during the present year, after the one in May, which shall be held on the 21st December.

The Board will meet at the Court House, Toronto, on Tuesday, the first of June, at 2 p. m., for the purpose of receiving the reports of the several Examining Committees, licensing Teachers, and for other Business.

By order of the Board,

JOHN JENNINGS,

CHAIRMAN.

City of Toronto, April 11, 1852..

WANTED IMMEDIATELY, a competent FEMALE HEAD VY TEACHER, for the Public School, Town of Dundas, who will be required to teach, in addition to the branches usually taught in a Common School, Composition, Outlines of Physiology, Plain and Fancy Needle-Work, and Drawing. Salary about £60 per annum. Application may be made to William Miller, Esq., Chairman of the Board of Trustees.

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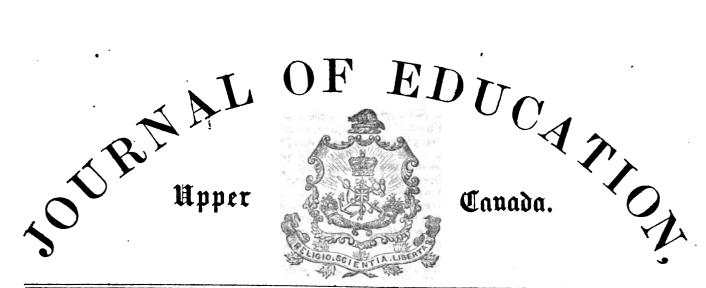
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es-accompany the order. Single numbers, ren.

All communications to be addressed to Mr. J. Gaonez Hopeths.

Education Office, Toronto.





VOL. V.

TORONTO, UPPER CANADA, MAY, 1852.

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# PHYSICAL TRAINING IN SCHOOLS. GYMNASTIC EXERCISES. No. I.

In the official "Report on a System of Public Elementary Instruction for Upper Canada,"—by the Chief Superintendent of Schools, (Second edition, printed by order of the House of Assembly, pp. 58-60,) are the following remarks on Physical Training in our Schools:

On the development of the physical powers I need say but a few words. A system of instruction making no provision for those exercises which contribute to health and vigour of body, and to agreeableness of manners, must necessarily be imperfect. The active pursuits of most of those pupils who attend the public Schools, require the exercise necessary to bodily health; but the gymnastics regularly taught as a recreation, and with a view to the future pursuits of the pupil, and to which so much importance is attached in the best British Schools and in the Schools of Germany and France, are advantageous in various respects,—promote not only physical health and vigour, but social cheerfulness, active, easy and graceful movements. They strengthen and give the pupil a perfect command over all the members of his body. Like the art of writing, they proceed from the simplest movement, to the most complex and difficult exercises, imparting a bodily activity and skill scarcely credible to those who have not witnessed them.

To the culture and command of all the faculties of the mind, a corresponding exercise and control of all the members of the body is next in importance. It was young men thus trained that com-

posed the vanguard of Blucher's army; and much of the activity enthusiasm and energy which distinguished them, was attributed to their gmynastic training at school. A training which gives superiority in one department of active life, must be beneficial in another. It is well known, as has been observed by physiologists, that "the muscles of any part of the body when worked by exercise, draw additional nourishment from the blood, and by the repetition of the stimulus, if it be not exercise, increase in size, strength and freedom of action. The regular action of the muscles promotes and preserves the uniform circulation of the blood, which is the prime condition of health. The strength of a body or of a limb depends upon the strength of the muscular system, or of the muscles of the limb; and as the constitutional muscular endowment of most people is tolerably good, the diversities of muscular power observa-ble amongst men is chiefly attributable to exercise." The Youth of Canada are designed for active, and most of them for laborious occupations; exercises which strengthen not one class of muscles, or the muscles of certain members only, but which develop the whole physical system, cannot fail to be beneficial.

The application of these remarks to common day schools must be very limited. They are designed to apply chiefly to boarding and training, to Industrial and Grammar Schools,—to those schools to the masters of which the prolonged and thorough educational instruction of youth is entrusted.

To physical education great importance has been attached by the best educators in all ages and countries. Plato gave as many as a thousand precepts respecting it. It formed a prominent feature in the best parts of the education of the Greeks and Romans. It has been largely insisted upon by the most distinguished educational writers in Europe, from Charon and Montaigne, down to numerous living authors in France and Germany, England and America. It occupies a conspicuous place in the codes of School Regulations in France and Switzerland, and in many places in Germany. The celebrated Pestalozzi and DeFellenberg incorporated it as an essential part of their systems of instruction, and even as necessary to their success; and experienced American writers and physiologists attribute the want of physical development and strength, and even health, in a disproportionally large number of educated Americans, to the absence of proper provisions and encouragements in respect to appropriate physical exercises in the Schools, Academies and Colleges of the United States.

In "The English Journal of Education" for January, and the succeeding months, we find a large space occupied, and numerous wood cuts given, in illustration of this subject. From these cuts we have had wood engravings made for the pages of this Journal. We therefore lay them before our readers, with extracts from the preliminary and accompanying remarks of our English contemporary:

"In Switzerland, almost all the Schools, both primary and secondary, are provided with a manège, or gyunnasium, having all the machinery necessary to a complete course of gymnastic exercises—a ladder, climbing ropes and poles, a cross-pole, parallel bars, leaping poles, a vaulting horse, and a large balancing pole. The apparatus is sometimes erected in the open air, sometimes under a covered roof; and many of the schools have both a covered and an uncovered gymnasium. The covered gymnasiums have no floors, but a ground of loose sand, which can be raked up to render it soft. The uncovered gymnasiums are always placed in a field or grass-plot for the same reason.

Such is the interest which the Swiss students take in gymnasties that they form themselves into Turnvercins, or Gymnastic Associations, and each Associatiou sends about some of its members from school to school in its own district, to organize the gymnasiums and give the benefit of their instruction and example to the scholars. Each of these associations holds annually a Turnfest, or Gymnastic Festival, at which all the members attend; and a great number of exercises are gone through upon every part of the apparatus in the manege, which they held for the purpose. This, however, is only preparatory to a great triennial festival, which is held at the principal Swiss towns in succession, as the government used to be. At this festival all the associations meet, and the members compete with one another for wreaths, prizes, and other distinctions, just as in the old Grecian games before they had been perverted from their original purpose and degraded into mere exhibitions of particular feats. People assemble from all parts of the country to witness the performances; the fine national songs of Switzerland and Germany, sung in chorus by the friendly antagonists, excite and sustain the general enthusiasm; the standards of the associations and the gay clothes of the spectators give a radiant aspect to the scene: everything contributes to the joyousness and merriment of the occasion. At the close of the festival, which generally lasts three days, the wreaths are placed upon the brows of the victors in the presence of the assembled spectators, and the prizes distributed by the hands of fair ladies, who thus grace with their presence the ceremony of the award, and impart a higher value to the marks of distinction.

All this is very well, it will be said, and feasible enough, in a country where the education of every member of the community is carefully provided for at the public expense, and where, so far from being a national debt, the governments of the several Cantons have generally a considerable surplus revenue at their disposal for public works. But we reply, that the expense of fitting up even a complete gymnastic ground need not be anything very considerable, if once the site is obtained; and that the play-ground of an elementary school may be furnished with the common apparatus at a cost almost insignificant. The most expensive piece of apparatus, after all, is the circular swing, which has already been erected in the playgrounds of so many schools. It is certainly right to provide first for this most exhibitating of gymnastic exercises. If the schoolmaster were competent to give a course of gymnastic exercises he would have no difficulty, we imagine, in inducing the Besides, if managers to supply the necessary apparatus. the expense be the chief obstacle, it would be advisable to ascertain whether the Lords of the Committee of Council of Education might not be moved to make grants for this purpose. We are of opinion that their Lordships would deem the object of sufficient importance to justify a considerable expenditure of the public money; for the present Government have already evinced their sense of the importance of gymnastics to the people, by the erection of the public gymnasium at Primrose Hill.

But, as our readers are aware, there is a large class of gymnastic exercises which do not require any apparatus at all; and these are, in fact, more essential than the others, to which they are preliminary and introductory. They are such, namely, as are designed to develop the activity of the limbs rather than to call forth the physical strength. These should not be neglected in any school for children. They are very carefully taught in many of our boarding schools; and we cannot see that they are less useful to the children of the poor than to those of the middle classes. This is one of the few particulars in which the middle schools are not behind the best elementary schools, and it is owing to the fact, that the former are able to pay for the services of a drill-sergeant, and the latter are not. But there is no reason whatever why every schoolmaster should not be his own drill-sergeant; in fact, were it possible to

procure the services of a drill-sergeant in an elementary school, it would still be preferable that the master should superintend this and every other part of the discipline himself; for he should be all in all to his own school.

In order to enable schoolmasters to give their pupils a regular training in gymnastics, we intend to insert in the Journal, from month to month, a graduated course of gymnastic exercises. Our subscribers will be able to commence the course at once in their schools, as the preliminary exercises do not require any apparatus; and we trust, that, as the course progresses, managers may be induced to provide the requisite apparatus where this has not already been done.

It is hardly necessary to remind our readers of the more common and obvious advantages which result from gymnastic exercises.

The principal, of course, is the beneficial influence which they exert upon the health. This is a sufficient reason to induce every body to attach great importance to them; but it is a consideration which derives still greater weight in relation to the school and schoolmaster. The regular practice of these exercises will do much towards enabling both to discharge their duties with success; and, in those schools where any thing like high pressure is put on, will act as a most useful safety valve. Besides, light hearts are the natural concomitants of good health, and certainly nowhere are they more desirable than in an elementary school, where there are already annoyances enough, in all likelihood, without those which result from the jarring of bad tempers. How much more pleasantly, both to teacher and taught, does the work of the school proceed where these are absent, and a cheerful tone prevails.

We would beg leave, however, in a special manner, to call attention to one advantage which is not so generally understood. It is thus referred to by M. de Fallenberg:—

"The gymnastic exercises, in all their forms, are a powerful aid to the practice of design, in cultivating the taste for the beauty of form or motion. Their effect in this respect is very obvious; and the occasional festivals which are accompanied by gymnastic games, present examples of a high degree of cultivation in this respect. It is a spectacle which charms the eye, and exhibits the intimate connection of easy and graceful motion with the improvement of physical force, and the capacity to escape from danger or surmount obstacles."

It has accordingly been remarked, that one reason for the preeminence of the ancients in sculpture, was the patronage bestowed upon the public gymnasiums, in which the artist could form his models from every variety of development of which the human form is susceptible. However this may be, there can be no doubt whatever that gymnastics do contribute materially to the asthetic training of the mind.

The first position, in which the body must be placed, is the fellowing :-

Heels close: toes turned outwards nearly at right angles: body upright: shoulders thrown back: stomach kept in: head easy: arms hanging straight by the sides: hands closed with the thumbs inside.

The habit of readily realizing this position having been gained, the first gymnastic action is to be attempted.

Action 1. Bring the arms quickly up in front, as high as the shoulders, (nails turned upwards) (a fig. 1,) then awing them forcibly backwards, at the same time turning the nails backwards (b fig. 1), keeping the body perfectly upright. This action being mastered, and having been practised for five minutes, the next action is to be attempted.

Action 2. Stand erect as in the position first described. Put the hands on the hips, the thumbs placed behind, the fingers in front, and the feet close, and then rise as high as possible on the tees. Fig. 3 will illustrate this action to a certain extent. This action should be practised five minutes.

The third action may now be attempted.

(a) Fig. 2. (b)

Action 3. The elbows are to be drawn back, so that the fists may be close to the sides (a fig. 2): then throw the arms straightforward (b) and then back as before.—The gymnast must become perfect in this before proceeding any further: a perfection in this action being intimately connected with, indeed an essential to, the satisfactory performance of many other actions.

Action 4. The feet are to be brought close, the hands on the hips, then rise on the toes, and jump on the toes with the knees kept perfectly straight (fig. 8) .- This action is to be performed for five minutes: and the 12 first actions may be performed during one hour before breakfast, five rig. 2. minutes to each.

In the next action the arms are again brought into activity.



Action 5. The fists are to be brought up to the shoulders: the 'elbows being close to the sides. The arms are then to be thrown upwards, and then brought back again to the previous position.



Action 6. The hands are to be fixed on the hipe, the feet close, and then throw the lege in front alternately : the knees being kept straight, the gymnast not moving from his first place, and keeping the body upright (fig. 5).

Action 7. The fists are to be brought up to the shoulders as in action 5, but to be turned a little inwards: the elbows close to the sides, as in action 5; and then throw the arms downward, and bring them back as before.

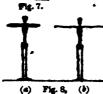


Action 8. The feet are to be brought close: the hands fixed on the hips: then throw the legs sideways (alternately), the toes being kept in front (fig 6.)

Fig. 6. Action 9. This may be regarded as the actions 5 and 7 combined. The fists are to be brought to the shoulders, the elbows close to the sides; then throw the arms upwards, then backwards, next downwards, and finally return. This combination of action requires much muscular power, and calls numerous muscles into activity, and cannot be well performed until the muscles of the leg have been atrengthened by the previous exercises. For, though it seems difficult, to those unacquainted with the muscular system, to conceive the connection between these motions of the arms, and the power of the muscles of the legs, the anatomist will be aware, that, without considerable power in the muscles of the legs, these motions of the arms and the position of the body to be preserved, could not be realized.



Action 10. This again brings the gymnast to his lega. He puts his hands on the hips, keeps his feet close, and then, standing on his toes, kicks the thighs alternately with his heels (fig. 7).



Action 11. In this action the arms and the muscles of the back are called into action. Raise the elbows to the height of the shoulders (a fig. 8), with the fists on the front of the shoulders, the nails turned inwards, and then throw the arms forcibly back (b), the body being kept upright.

Action 12. 'This action is connected with the preceding. Raise the elbows as high as the shoulders: fists on shoulders, nails being downwards: then throw the arms forcibly back, keeping them level with the shoulders.



Action 13. This action exercises the lower extremities and the muscles of the back. The hands are to be put on the hips : the feet are placed close : then rise on the toes, and kick the thighs with both the heels at once (fig. 9.)



Pkg. 10.

Action 14. In this the arms are to be turned round front to back: body quite upright. This action has been deemed likely to be injurious, and it would be, if attempted previously to the exercises already detailed; but from what has been stated regarding the articulat. ing surface of the head of the arm bone with the cavity of the shoulder blade, it will be apparent that such action is perfectly scientific (fig. 10.)



Fig. 11.

Action 15. The feet are to be brought close : the hands fixed on the hips. Then touch the breast alternately with the knees, the toes pointing to the ground, taking care to keep the body perfectly upright. This exercise will be at first difficult, but it is astonishing the effect that it has in influencing the circulation, and thereby promoting health.

Action 16. This is similar to action 14, except that the arms are to be turned from back to front, instead of from front to back.



Action 17. This is looked upon by many as almost insurmountable, and much jocularity is produced by the failures in the first few attempts. The hands are to be fixed on the hips, the feet being close. Then rise on the toes, bend the knees, and lower the body gradually till the thighs touch the heels: the knees being kept close and the body upright, rise very gradually.



Action 18. This next action has a most powerful effect in giving full activity to the muscles of the chest. Bring the right fist on the left shoulder; extend the left arm in a line with the shoulder: throw the right arm towards the right side, nails towards the ground; then bring the left fist to the right shoulder, thus altering several times.

Fig. 13. Action 19. The feet are to be brought close, the hands on hips, then raise the left leg behind, stand on the right toe, end kick the right thigh with the right heel.



Action 20. Open the hands; then raise the arms sideways, and touch the back of the hands over the head (ag-14.)

Fig. 14.

Action 21. The hands are to be placed on the hips; the feet close; then raise the right leg behind, stand on the left toe, and kick the left thigh with the left heel.

Action 22. Open the hands, bring them in front (the palms touching), and swing the arms backward the height of shoulders, till the backs of the hands meet behind.



Action 23. The feet are to be placed close, the hands on the hips. Raise the right leg in front, and hold the right toe with the right hand for some time; then do the same with the left (fig. 15). The knees are to be kept straight.

Fig. 15.

Action 24. Open the bands, extend them in front, the backs touching, swing them in a line with the shoulders till the palma touch behind. See action 21.

(TO BE CONTINUED.)

ERRORS IN RESPECT TO SCHOOLS CORRECTED. (By the Rev. Dr. Szana, Secretary of the Massachus last Annual Report.) ackusetts Board of Education, in his

No. 2.

Another popular opinion, prejudicial to the interests of the schools, relates to practical education; and requires that it be conducted with special reference to the future occupation of the pupil. Nothing can be more crude than the notions often put forth on this subject. Of these things necessary to be known and practised in common life, scarcely any is adapted to the school-room. The machanic and other useful arts must be learned in those particular places where they are practised. There are no proper materials or arrangements for teaching them in the schools, nor is it desirable that there should be. These are not the subjects in respect to which the parent needs the aid of the teacher. He can teach the knowledge of his own business or cause others to teach theirs tohis children better than it can be done in the school. Any attempt to render the schools more practical by making them industrial establishments, will tend only to divert them from their true office without accomplishing any important object. There are only two appropriate ways of obtaining the practical education referred to;



the one is by something of the nature of an apprenticeship, and the other by attending a regular technical or practical school. In such an institution nothing but the application of science to the arts can be properly taught. A knowledge of the elementary principles of science, not to mention the common branches of education, must precede and be acquired in a preparatory school, else the technical school will be degraded, and its professors will be compelled to do the work of mere tutors. To talk of a practical school, where the rules of art without its principles are taught, is idle. A workshop or a farm would be better than such a school. In this sense it is to be hoped our common schools will never become practical. How, then, can the elementary schools be made practical? By rendering them strictly elementary; by developing the mind and furnishing it with the instruments of general knowledge; by giving power to the intellect which it can skilfully wield in any direction, and apply to any purpose. The man must precede the artisan. The knowledge common to all persons of ordinary education should go before that which is peculiar to any trade or profession. It follows that all children need essentially the same elementary education. We cannot foresec what will be the occupation or condition of the child on reaching his maturity, and cannot therefore safely descend to specialities in his education. Time must develop the order of his talents, and circumstances must determine the sphere of his duties. Meanwhile his education should be such as to fit him equally for any of the ordinary situations of life.

It is a very common error to regard education as consisting chiefly in the acquisition of knowledge. Persons who entertain this view generally estimate knowledge by its extent rather than by its depth. If we look into the schools where education is conducted on such a principle—and it would not be difficult to find them-we shall see the pupils laboring to store the memory with an immense mass of words and sentences, which are to them often little better than the words of a dead language, or of facts without understanding their nature, relations, or uses. The minds of such persons are like furniture rooms, crammed with articles without utility or order. The acquisitions made are not deeply fixed in the mind. The objects presented to view leave no distinct picture on the imagination. They are not compared, classified and arranged into a system by the intellect of the pupil, and consequently the memory holds them by a slight tenure. Knowledge thus acquired is too superficial to deserve the name, and rather injures than improves the mind. The babit of taking up with first impressions and specious appearances, of allowing loose and inaccurate ideas to float in the mind, is most pernicious in its influences. It tends to weaken the understanding, to destroy its soundness and integrity, and to render it incapable of those decisive and sure acts which are necessary to command reliance. What is chiefly to be aimed at in training this faculty is to give it power and precision, so that it may be both effective and safe in its operations. Such a result can be produced only by patient, exact, and thorough training. Mental discipline is a primary object of education to which the acquisition of knowledge is but secondary. The latter is, in this stage of study, chiefly important as a means of intellectual training, having at the same time a true but subordinate value in itself. Extensive knowledge is not necessary to mental discipline. A little that is well known and thoroughly digested is vastly superior in worth to a great amount hastily and superficially acquired. Not only is its effect upon the mind better, but its value as an instrument of future acquisition is greater. If elementary knowledge be of a faulty character, all that higher knowledge which depends upon it will be equally so. The principle here laid down will appear the more important, if we consider that its influence is not limited to the elementary schools, but extends to all our higher institutions of learning. The weakest point in the whole system of American education, is its deficiency in thoroughness in all the elementary courses. The students in our colleges need twice as much preparatory study as they now have. In our soademies, pupils enter upon the study of ancient languages with a defective English education. And it will be found, upon examination, that the whole superstructure of our higher education is insecure in consequence of the slender foundation laid in the elementary schools. The evil apreads from the root of the tree to all its branches, and can be effectually arrested only where it originates. Until the time of study can be greatly increased in

our schools, the course of instruction ought to be restricted within narrower limits. Not only should the number of branches be diminished, but, (as has been already remarked,) the extent to which each is pursued should be curtailed. It is of but little use to proceed far, in studies, in the confused and superficial way which is now so common. If the plan be well laid out, and the studies, be properly arranged, the more labor there is bestowed upon the elementary part of each, the better will it be for the future progress of the learner. Beside the impossibility of doing well all that is ordinarily attempted, many of the subjects presented are not truly of an elementary nature, and may, on that account, better be postponed. Requiring as they do a certain amount of preparatory knowledge, and of maturity of judgment in order to be understood, they fail of their object when prematurely introduced, and lose, perhaps fewer, by being improperly used, the power of creating interest in the mind. It matters not how important and useful in themselves these higher studies may be. They may be more advantageously pursued at a future time. At present something more radical is required, namely, the power of acquisition. Though elementary knowledge be limited, if it be well chosen, and used chiefly as a means of intellectual training, it will constitute a solid basis, on which the acquisitions of a whole life may safely rest. If every exercise in the school were such in its disciplinary character that it might serve as a pattern to be copied in all the remaining studies and business of life, this one feature in a system of education would be so valuable that, in comparison with it, all the ostentations attainments made without method or discipline would be of little account. Habits of order, of accuracy and thoroughuess, lie at the foundation of all success in business no less than in scholarship. This building up of the solid frame-work of the mind, giving it capacity and aptitude for vigorous and systematic action, is a principal object of education. A contrary course impairs the strength of the intellect, weakens the whole foundation of character, begets disgust with intellectual effort, leads to sciolism and conceit, and produces just such a character as it is the business of true education to guard against.

Among the faults observable in the mode of teaching in the common schools, that of attaching more importance to words than to things is conspicuous. The true method is just the reverse of this. Not only should the latter be made much more prominent than the former, but it should come first in the order of time. Objects stand related to signs or symbols as substance to shadow. Language itself should, as far as possible, be studied from an inner point of view, beginning with the thought, and thence proceeding to its expression as from cause to effect; or, to speak more definitely, the words of the author should set the understanding and imagination of the pupil at work upon the objects or ideas represented, and these, when truly and vividly conceived, should give to the words employed their more precise import in the connection. In this way language will be learned, as it is in common speech, by usage. It will then be strictly vernacular; whereas that which is learned merely from the dictionary is in some sense a dead language. But I refer to something that lies deeper than this. Teachers do not duly consider what a wide difference there is between the abstract view of the author and the more concrete and life-like view of the pupil;-between the learned terms and artificial style of the one, and the familiar words and easy, simple language of the other. The consequence is, that the language of the book, though committed to memory and repeated paragraph after paragraph, remains a dead letter. The instructor, feeling no difficulty himself in understanding the words and constructions used, and not putting himself sufficiently in the position of the child, takes it for granted that the latter understands all except a few unusual or technical terms, and thinks he reaches the intellect, when in fact half that is learned is only by the mechanical act of putting syllables rightly together, and the equally mechanical act of retaining them in the memory. In hundreds of schools the knowledge of classes in respect to the ideas of the language they repoat has been tested; and the result has astonished none more than it has the teachers themselves. In most cases a full knowledge of the facts would lead to the proper remedy. But in some instances, the practice of committing to memory learned phrases and abstract rules and definitions without understanding them, is defended on the ground that the time will come when the language will be understood. Suppose all this to be true; it would not follow that the course is a judicious one.

What use can the pupil now make of ideas, that are as yet unborn ? None of the most important objects of education is mental discipline, and, if this can result only from exercising the understanding, I see not how that end can be attained but by apprehending the ideas which the language of the lesson was designed to convey. A course of instruction, to be useful, must be so given that one step in its successive stages shall be preparatory to another. What becomes of this linking together of all the parts, each depending on its predecessor, if the comprehension of any part is to be postponed to a future period? If the lesson of one day depends on that of the day preceding, then the former cannot be successfully studied till the latter be well understood. The truth is, the text-book cannot do the work of the teacher. It may aid him; but he will still have more to do with the subject than with the author. He will need to pay chief regard to the pupil's attainments and mental activity, and aim at evolving new ideas from those already pessessed. In order to this, the language employed must be conformed to the ideas of the learner. At first, only a very general idea, an outline, so to speak, of the subject in hand is apprehended, for the designation of which familiar and popular language is best adapted. It is sometimes necessary to conform, for a little time, not only to children's habits of thought, but to their vocabulary also. As their ideas become more definite by the addition of minuter details to the outlines of the picture previously formed in the mind, there will be a demand for greater precision in terms : and so there is a natural progression in the accuracy and completeness of a pupil's ideas, requiring a corresponding progression in language. Books, which are always less specific in their adaptations than the words of the teacher, cannot be exactly conformed to each one's individual wants. Hence the necessity of an instructor, who can learn the exact wants of his pupils, and bring his thoughts into close contact with theirs. It is with their ideas of things that he has to do at first. When he has a fast hold on the mind, and can draw out from it true ideas on the subject in hand, then the words best suited to their expression will naturally suggest themselves.

## THIRD LECTURE ON FREE SCHOOLS.

#### BY THE REV. JOHN ARMOUR, PORT SARNIA.

A third argument which I adduce in favour of the free school system is: That universal education, with its habits of industry, frugality, too., and the security which these give to society, raises the value of property; and, consequently, property may with reasonable propriety be taxed to educate the whole people. Property, especially landed property, among a peaceful, moral, and industrious population, is much more valuable than among a people the reverse of this in their habits. This difference does not arise from the soil nor the climate, so much as from the character of the people. The same soil and climate, in the hands of an educated and intelligent people, will become like the garden of the Lord in productiveness, and like a mine in value; and in the hands of a peasantry without learning, and destitute of enterprise, will become a wilderness. Thus in Great Britain see the enormous price of landed property. One hundred and sixty years ago, when England was both badly educated and governed, Mosstroopers abounded in that country. They entered houses in daylight, and plundered them, and drove off whole herds of cattle. Such was then the insecurity of moveable property, that owners of cattle were necessitated to pen them up at night, beneath the overhanging battlements of the feudal castle. The inmates slept with loaded fire-arms at their sides. Huge stones and boiling water were in readiness to crush or to scald the plunderer who might venture to assail them. Then little or no effort was made to educate the masses. At that period a damsel in high life, if she had the least smattering of literature, was esteemed a prodigy. Ladies of high birth, and naturally quick, were frequently unable to write a line in their mother-tongue without solecisms and bad spelling, such as charity school girls would now be ashamed of. At this time the civil power was unable to maintain order in some parts of the metropolis,—even the warrant of the Chief Justice of England could not be executed without the aid of a company of musketeers. In the same imperial city, a little earlier in its history, shops in Cheapside-street were rented at from eleven to eighteen shillings a year. Land, near the same city, was also rented at from fourpence to sixpence per acre. These shops, in the same street, rebuilt, but standing on the same site, now. bring from £200 to £500 per annum; and land, the same as above, will now bring from £5 to £10 per acre.

Great Britain, for general intelligence and an equitable and just government, stands foremost among the nations; and great presperity and increased wealth and power is the result. When, lately, nearly all Europe was upheaved with a great political earthquake, and thrones, and institutions, and governments of a thousand years standing were tossed from their foundations, Old England "sat calm on tumult's wheels." Whither also did those refugees of other nations with their fame and fortune come? It was to the shores of Old or New England, esteeming them the most secure and hospitable lands on earth.

When Canada's shores were first discovered, and her only inhabitants were the red man, they were utterly destitute of culture and intelligence; their dwellings were wigwams; their employments were war or hunting. What were these sow surveyed townships worth? Now we see another race inhabiting them. Education, intelligence, and enterprize appear everywhere: vast tracts of country are being cleared and cultivated-mills and factories and foundries appear on every hand-villages and towns and cities arerapidly rising, and prosperity and comfort appear among our thriving. population. What has done all this? The education, the industry, and the skill of its population. And now see how landed property everywhere rises annually in value; and if we possessed a higher state still of early, intellectual and meral training, and our political, judicial and municipal establishments were more perfected, property would still rise higher. . And if property becomes the more valuable when a people are properly educated, is it not reasonable—is it not just-that property be taxed to promote this object! QUEEN Victoria, our beloved Sovereign, seems thus to reason. Believing that property has its duties as well as its rights, she has voluntarily, and at her own expense, provided school-houses, and drawn together the children and provided them with teachers on her Balmoral Estate. This is a noble example to our aristocracy and gentry to to go and do likewise in the universal education of the people.

A fourth argument in favour of the free school system is: "That it is the cheapest mode to procure the education of all." I give you a table of rates of assessment for free schools, as published by authority in the State of New York. This table siludes to the year 1849, and shows how small such a tax is, when judiciously levied and applied:

#### RATE UPON BACH \$100 OF VALUED PROPERTY.

Flushing 5 Brooklyn, 6	cents per	<b>: \$</b> 100. j	Poughkeepsie,	12 c	ents per	#100.
Brooklyn 6	66 <sup>-</sup>	. "	Bushwick	14		T 44
Albany, 7	44	• •	Newton,	15	66	**
New York 10	. 44	" 4	Rochester,	19	<del>9</del> 6	44

At these rates, all children of school age might receive a good common education, in these several vities or towns. Thus a citizen of the city of New York having property valued at \$4000, would be taxed only one dollar per thousand,—a very trifle when compared with the important object for which it was given. And who is there so sordid as would not willingly be taxed such a sum, that an entire people might have the opportunity of obtaining a thorough and an early training.

But to illustrate the fact, and set it if possible in a stronger point of view still, and to shew its adaptedness even to our rural sections, we will look at it in one of these country divisions. Suppose any board of trustees engage a teacher at a yearly salary of say £50 per annum. On the rate-bill system only those send children who are intent on having their children educated; and those only who are the most needy of their children. In selecting for the school, the youngest, under such circumstances, are seldom sent. Parents suppose it is of no use to send children of 5 or 6 or 7 years of age, to bring on themselves a heavy rate-bill—they will then suppose they learn nothing. When they come to 9 or 10, or upwards, they begin to be useful about a farm; and thus, unless the desire of educating their children is intense, the years of school age are frittered away under one pretence or another, and the children grow up in ignorance and neglect. They, therefore, who are careless under the rate-bill, do not send at all, or only one instead of three or four. Thus, whilst there may be 60 children of school age in the section, it is a large attendance where there are 25; in this cree, only a minority of the children in the school district attend. On the free school system, the school-house and teacher are alike at the command of all. The whole 60 children would receive an equal education with the 25, and east nothing more. The teacher, in educating the 25, would have to attend the same hours, and have to ply the same studies; and with a small school and an uncertain rate-bill, he has to labour on under many discouragements. To raise £50 out of 25 scholars, too, becomes very heavy. It is an impost on a family, where two or three are in school, which very few in this locality are able to pay. The result of this system then is—the teacher is reduced to the lowest possible sum as salary; the school-house, through want of repair, becomes uncomfortable; the furniture unsuitable; and neither books nor apparatus can be obtained. The trustees, through want of means, can only keep up the school for six months in the year. In such circumstances, how is it possible for a neighbourhood to be educated and become intelligent? The thing cannot be.

But if we would look at a property tax without aelfishness or prejudice, and compare it in its workings with the above, the advantages of the free school system over the rate-bill will appear unequiwocal, and, in my epinior, unobjectionable. To take up one school section, say No. 2, of the township of P---; there are in this school section 90 lots of land, of 100 acres each—the most of these, if not all, are settled on by residents,-and if we reckon the public money apportioned to this section to be in value £10, te pay the teacher £50 per annum, £40 will be required to be raised by tax-ation for a free school. If we value each farm, stock, &c., on an average, to be assessed for £100 (a very low estimate), one penny farthing per pound would raise all that is necessary, not only to pay the teacher, but also to keep the school in repair, firewood, &c.; and in this case, the whole children of school age in the district would be educated during the whole year. The advantages, for chespness and benefit to the rising generation, of the free school system, is incalculable. And surely there is no man possessed of property among you, of the value of £100, but would be willing to pay 10s. a year to have the sectional school going efficiently the whole year sound, whether we have children of school age or not.

I would still further press this argument, by looking at it in another point of view. Suppose the majority of your school section, at a meeting legally called, should decide on having a free school, the wild land of rich speculators or of absentees are equally liable to be taxed, as of the actual settler. (See School Act, sec. XVIII. and 1st clause). These lands have hitherto been great drawbacks to residents in various respects, as not having hitherto been available for public purposes. As the law now stands, however, the actual settlers have power to draw from such lands aid to support their sectional school; and this we deem but just and equit-The actual settler has improved roads, built school-houses, raised the real value of property, and thus raised the value of these wild lands; and yet these rich speculators, many of them at least, repudiate the payment of a small tax for school purposes. And is such a line of conduct just, or is it honourable? The free school system thus appears the cheapest, whilst at the same time it secures the means of the education of an entire population.

### WRITTEN EXERCISES.

The constant use of the pen in education, cannot be too strongly urged. It would be well for scholars to write some exercise every day. But we are met with the objection, that it would be impossible for a teacher to correct so many exercises as would be thus thrown upon his hands. A little ingenuity will surmount this obstacle. Pupils may be selected to do the work, or at least, a great portion of it. This will be a great advantage to those who make the corrections. Besides, the corrections made in this way will be more likely to be serutinized by the writers of the exercises, than if made by the teacher. Another method of abridging the labor of correcting exercises, is to select a few, and read and criticise them in presence of the whole class.

The following exercise we have found very useful:—Before the school is dismissed in the afternoon, eight or ten words, generally selected from the text-books used in school, are dictated to the class. These words are written by the class on slips of paper. In the morning they are required to hand in these words on a half sheet, of paper, with their definitions and a sentence containing each word.

## Miscellaneous.

#### THERE IS A TONGUE IN EVERY LEAF.

There is a tongue in every leaf,
A voice in every rill—
A voice that speaketh everywhere,
In flood and fire, through earth and air,
A tongue that's never still.

Tis the Great Spirit wide diffused Through everything we see, That with our spirits communeth Of things mysterious—life and death, Time and eternity.

I see him in the blazing sun,
And in the thunder cloud;
I hear him in the mighty roar
That rusheth through the forest hour,
When winds are raging loud.

I feel him in the silent dews,
By grateful earth betrayed;
I feel him in the gentle abovers,
The soft south winds, the breath of flowers,
The sunshine and the shade.

I see him, hear him, everywhere, In all things, darkness, light, Silence, and sound; but, most of all, When slumbers dusky curtains fall, In the silent hour of night.

# LITERARY OBLIGATIONS OF EUROPE TO ARABIA— PRESENT ADVANTAGES OF CHRISTIAN NATIONS IN RESPECT TO SCIENCE AND LITERATURE.

Though the Crusades were visionary in the extreme, and predigal of life and treasure, and unsuccessful in their professed object, yet, from all this confusion came order; from all this darkness, light, and from the most miserable combination of evil, was educed a lasting good. The fountans of the great deep were now broken up, the stagnations of ignorance and corruption which had for centuries choked and poisoned all that attempted to live, and breathe, and move in them, began to heave and give signs of such coming commotion as must, ere long, purify their putrid waters.

A spirit of enterprise from this time nerved the arm of every nation in Europe. A highway was opened to the nations of the East. The barbarity and ignorance of Europe were brought into comparison with the greater intelligence, wealth, and civilization of Asia. The boundaries of men's ideas were greatly enlarged. They saw in the advanced condition of the Orientals, the advantages which the arts and sciences, industry and civilization, give a people. In these they discovered the main spring of national greatness, and of social and individual comfort and prosperity. formed new commercial relations; acquired new ideas of agriculture the handicrafts of industry were plied to minister to the new demands which an acquaintance with the East had created. They lost, too, amidst Asiatic associations, many of the superstitions and prejudices which had so long kept the mind of Europe in bondage, and acquired new views in all the economy of life. And strange, if, on their return, they did not profit by the new habits and information they had acquired.

Here we date the early dawn of the day that should soon rise upon the nations. Ever and anon the darkness broke away, and light gleamed above the horizon. Learning began to revive; colleges and universities were founded; an acquaintance with the East had intronced into Europe the Greek classics, which fixed a new era in its literature, as well as worked wonders in the progress of its civilization. For the Greek language had, for centuries, been the language of history, of the arts and sciences, of civilization and religion. Philo and Josephus chose to embalm the chronicles of their times in the Grecian tongue, that they might thus speak to mere of the world's population than in any other language. And when Socrates and Aristotle reasoned and wrote in their mother tongue, they reasoned and wrote for the civilization and elevation of Europe, fifteen centuries afterwards. And when Alexander pushed his conquests eastward, and settled Greek colonies near the confines of India, (in Bactria,) he opened the way, through Christian churches planted in Bactria, for the introduction of the gospel, conturies after, in Tartary and China.

The introduction of Greek literature into Europe did much to draw aside the veil of the dark ages. By this means, the society, the ethics, the improvements of ancient Greece, were now disinterred

from the dust of ages, and transmitted, reanimated, and nourished on the soil of modern Europe.

And what, in the history of Providence, should not be here overlooked, the Arabs, the determined foes of Christianity, were used as the instruments of preserving and transmitting that knowledge which, finally, became the regenerator of Europe. They were made to subserve the purposes of the truth, up to a certain point, when the privilege was transferred to worthier hands. At the period of which I am speaking, it seemed altogether probable that learning and the arts, the power of knowledge and the press, would be transmitted to future ages through the followers of the false prophet. For it was through them that learning revived, and the inventions and discoveries, which so effectually wield the destinies of the world, were divulged.

In less than a century after the Saracens first turned their hostile spears against their foreign enemies, (the Groeks, at the battle of Muta, in 630,) their empire exceeded in extent the greatest monarchies of ancient times. The successors of the prophet were the most powerful and absolute sovereigns on the earth. Their caliphs exercised a most unlimited and undefined prerogative—reigned over numerous nations, from Gibralter to the Chinese Sea, two hundred days' journey from east to west. And, what is no less extraordinary, within about the same period, after the barbarous act of Omar, which consigned to the flames the splendid library of Alexandria, (640,) the world became indebted to the Saracons in respect to literature and science—though it was nearly two centuries more before they attained to their Augustan age.

The court of the caliph became the resort of poets, philosophers, and mathematicians, from every country and from every creed. Literary relics of the conquered countries were brought to the foot of the throne—hundreds of camels were seen entering Bagdad, toaded with volumes of Greck, Hebrew, and Persian literature, translated by the most skilful interpreters into the Arabic language. Masters, instructors, translators, commentators, formed the court at Bagdad. Schools, academics, and libraries were established in every considerable town, and colleges were munificently endowed. It was the glory of every city to collect treasures of literature and science throughout the Moelem dominions, whether in Asia, Africa, or Europe. Grammar, eloquence, and poetry were cultivated with great care. So were metaphysics, philosophy, political economy, geography, astronomy, and the natural sciences. Botany and chemistry were cultivated with ardor and success. The Arabs particularly excelled in architecture. The revenue of kingdoms were expended in public buildings and fine arts; painting, soulpture, and music, shared largely in their regards. And in nothing did they more excel than in agriculture and metallurgy. They were the depositories of science in the dark ages, and the restorers of letters to Europe.

Had not this course of things been arrested—had not a mandate from the skies uttered the decree, that the Arabian should no longer rule in the empire of letters, how different would have been the destiny of our race! Instead of the full-orbed day of the Son of Righteoueness, casting his benignant rays on our seminaries of learning, they would have grown up under the pale and sickly hues of the crescent. The power of science and the arts, printing and paper-making, the mariner's compass and the spirit of foreign discovery, and the power of steam, (all Arabian in their origin,) would have been devoted to the propagation and establishment of Mohammedanism. The press had been a monopoly of the Arabian imposture; and the Ganges and Euphrates, the Red Sea and the Caspian, illumined only by the moon-light of Islam, would have been the channels through which the world's commerce would have flowed into Mohammedan emporiums.

But He that controlleth all events, would not have it so. These mighty engines of reformation and advancement should nerve the arm of truth; the press be the handmend of Christianity, to establish and embalm its doctrines and precepts on the enduring page; and the control which men should gain over the elements, to facilitate labour, contract distances, and bring out the resources of nature, be the handmaid of the Cross. Otherwise, Christianity had been the twin-sister of barbarism; and Moslemism and Idolatry had been nurtured under the favouring influences of learning, civilization, and the art of printing. It is worthy of remark, that the press, up to the present day, has been confined almost exclusively within the precincts of Christianity.

And not only has Providence so interposed as to consign to the hands of civilization and Christianity, almost the exclusive monopoly of the press, but, under the guidance of the same unerring Wisdom, the future literature, as well as the society and government of the Gentile nations, is likely to descend to them through the purest Christianity. While science and literature are cultivated and honoured by Christian nations, they are stationary or retrogade among Pagans and Mohammedans. This is giving Christianity immense advantages. For nearly the entire supply of books, schools, and the means of education, are furnished through Christian missions. Who but the Christian missionary, form alphabets, construct grammars and dictionaries for Pagan nations, and thus form the basis of their literature, and guide their untutored minds in all matters of education, government, and religion? In these things, how admirable the orderings of Providence! Christianity at once takes possession of the strong holds of society, and gives promise of permanency. For there is all the difference of civilization and barbarism, of religion and infidelity, in the kind of literature a people have. If supplied by the enlightened mind, the pure heart, and the liberal hand of Christianity, it will be as a fountain of living waters. —H. Reid.

#### LAWS OF HEALTH.

The best beds for children are of hair, and in winter, of hair and cotton.

Young persons should walk at least two hours a day in the open air.
Young ladies should be prevented from bandaging the chest.
We have known three cases of insanity, terminating in death, which began in this practice.

Every person, great and small, should wash all over in cold water every morning.

Reading aloud is conducive to health.

#### RAILROADS IN EUROPE.

The London Times has recently been publishing statistics of the progress of the different countries, which exhibit these results:—Belgium has 532 miles of railways, 352 of which have been constructed and worked by the State, the remainder by different private companies. The expense of constructing the whole has been £9,576,000 or £18,000 per mile. The annual expenses are 63 per cent. of the receipts, and the profits three and a half per cent. on the capital. In France, there are 1,818 miles of railway under traffic, 1,178 miles in progress, and 577 miles projected. The cost of construction per mile has been £26,832, and the whole expenditure requisite for the completion of the 3,573 miles is estimated at £95,870,735. The average annual net profit on the capital employed does not exceed two and seven-tenths per cent.

In Germany there are 5,342 miles of railway in actual operation. 700 in progress, and 2,414 miles projected. Of the railways in operation, 1,812 miles were wiithin the Prussian territories, and 771 miles in the Dutch Netherlands, the Danish Duchies, and ex-German Austrian provinces, and therefore only 4,571 miles can be considered as strictly within the Germanic confederation. Two-fiftLs of these 4,571 miles were constructed and worked by the States. the remainder by private Companies. Those in Prussia, however, are all the result of private enterprise. The expense of construction of the 5,342 miles is estimated at £12,500 per mile, being single track only. The working expenses are about fifty per cent. of the receipts, and the net profits are nearly three per cent. In Russia a railway from Warsaw to Cracow, 168 miles in length, is in operation; one connecting Warsaw with St. Petersburgh, 683 miles in length; and one of about 400 miles, from St. Petersburgh to Moscow, is in prugress. A railway for goods from the Wolga to the Don, 105 miles in length, is also contemplated. In Southern Russia a line of railway between Kief and Odessa has been surveyed. In Italy no extensive system of railway has yet been ex-A few lines, diverging from the principal cities, such as Naples, Milan, Venice, Leghorn, and Florence, Sardinia, Spain, and Portugal, railways are only in prospective.

By multiplying £1 by \$4,85 we can arrive the cost per mile of some of these roads. It will be observed that the French lines—the highest—cost \$130,185,20 per mile, or nearly three times as much as those of Massachusetts, the cost of which averages \$48,781,00, or about £9,000. If the European lines pay at such an anormous cost, need we be afraid?—Scientific American.

## MUTUAL RELATIONS OF PARTIES INTERESTED IN A

It is, no doubt, true that each of the five parties, parents, teachers, scholars, school- fficers, and the public, have their own peculiar duties. Yet little that is valuable will be accomplished, if either one of these five parties sets itself up to criticise or condemn the others. As a caution and injunction appropriate to all five, it may briefly be said :

Beware of fault finding; it is very easy to detect faults! Be

industrious, laborious; the school needs us all.

The following is a brief outline of the duties of these five parties,

respectively.

Parents-To sustain the responsibility, and they alone, of securing the welfare and education of childhood. Reward and punishment is in their hands. Supervision of a child's habits, neatness, punctuality, &c.-honesty, manliness, &c.-religion, politics, &c. in short, the entire responsibility for childhood's welfare, has been laid out by the Creater upon the parents of the child. Listen not to the tittle-tattle of children about the teacher.

Teachers-to accept temporarily such, a share of the duties that primarily devolve up in parents, as can be more conveniently and thoroughly discharged by a school, than by a family organization. Intellectual exercise, access of information, social training, require a kind of supervision which parents cannot readily exercise. But the teacher is, or ought to be, if parents were faithful, only auxiliary, and never principal in the estimation of childhood.

Scholars-to render, during the years of their dependence, a willing, intelligent, and entire obedience to the wishes of parents and of teachers, so far as they express the parental will truly; to practice those virtues enjoined upon them by superior wiedom and experience, always trusting willingly the guidance of those who merit such

confidence.

School Officers-To oversee the building, premises and finances of the school; to protect, sustain, and defend the character of both of teachers and scholars, as long as they are members of school; to educate and care for the community in all school matters; to observe and udvise with a teacher as to the interior management of the school, in no case interfering with teacher's labours, nor attempting to practice teachership in school themselves, unless requested to by the teacher himself.

Public in general-To bear the expense of schools; (the school fund by itself never did, and never will sustain a decent school any considerable time;) to attend school meetings and insist upon knowing from officers what has been done; to avoid gossiping rumors and tale bearing; to encourage weary teachers by giving them good homes, honorable rank, and suitable compensation; to vote intelligently in such a way as will ensure success to every general State movement in behalf of schools and teachers.

From these general outlines, which have been sketched with little regard to accuracy of phrase, several important specifications

of duty should be inferred.

Parents as they are, and parents as they should be, are very distinct classes,—as widely different as are ordinary teachers and truly professional teachers. There is many an orphan whose parents are living. Hence, oftentimes the teacher must act both as parent and as teacher; and in such cases parental responsibility actually rests upon the teacher. Too often many teachers be heard saying, "He's got such a father that there's no use in trying to do anything for him at school;" far better were it to say, "He has no good at home, I must do something for him at school," for a teacher is not sent for them that are whole and need no teacher, but for them that are sick.

If a child has intelligent, faithful parents, expulsion may be often expedient; but for the neglected and the poor, for the child of the outcast, and the school is the only home; ye shall not banish him thence.

It is a part of a teacher's duty to educate parents to their duty; and it is part of a parent's duty to educate teachers to their duty; a quarrel always implies culpability on both sides. Let the stronger bear the burdens of the weaker, for there is load enough to burden all.

If parents stand for rights, and teachers stand for law, and school officers stand for form and ceremony, each party running his fence to keep out instrucion, and standing watchfully to convict his co-laborer of neglect, there will surely cause enough be found for con-

tention. If after a contention has begun between teacher and parent, or teacher and committee, the teacher talks about rights, and sets up to assert them, it is easy to discern the end of all such unprofessional acts. A teacher's strength and panacea for all evils in and out of school, is self-sacrificing industry. If parents are impertinent and unreasonable, labor for their children, give way, give up ! but strive to educate the child, and soon the breach shall be healed scarless. If officers are meddlesome, officious, and wilful, made so by the little brief authority the law has given them, bear with their presence, raise no remonstrance, pursue your systematized course silently, laboriously; strive night and day for a good school, and committee men will be soon forgotten.

That which is urged upon teachers when evils surround them, is equally true as the remedy when committees and parents find themselves associated with incompetent or unreasonable teachers. The principle is simply this : that nine times in ten, if a fault-finder will cease from complaining, and do the neglected duty of his negligent neighbour, he will save time, reprove and reform his neighbor, and better than all, cause no wear and tear of conscience

or sacrifice of right.

Hard workers may have difficulties in their hours of idleness: fortunately, the faithful teacher can have no idle hours.

Reward and punishment ought to be in the parent's hand even when their ground is school conduct; for thus the scholar learns that teacher and parent are but continuations each of the other. School is helped by home, and home is helped by school; but if parents will not assume this duty thankfully, then of course it

devolves upon the teacher.

Punctuality and extra school virtues belong to the parent's sphere; but if parents neglect, teachers must assume their culture. Thus as to all the parties whose welfare is affected by a school, though there are peculiar duties resting upon each party, yet it is equally the duty of all to make up for the incompetency or idleners, of any one, for the school is what we labor for, not our own rights or will, or character.

There are few teachers who have really studied their profession, but such rarely find difficulty in their relations to society or the school; they are usually, as they ought to be, virtually independent. -D. S. J. of Ed.

## HEIGHT AND WEIGHT OF MEN AND WOMEN.

The average height of Europeans at birth, is generally 19 inches: female children being of less size in the proportion of 480 to 460. In each of the twelve years after birth, one-twelfth is added to the stature each year. Between the ages of 12 and 20, the growth of the body proceeds much more slewly; and between the ages of 20 and 25, when the height of the body usually attains its maximum, it is still further diminished. This point being reached, it is found that the increase is about three and one-quarter times greater than at the period of birth. In old age, the height of the body decreases on the average about three inches. In general, the height varies less in women of different countries than men.

There is a difference in the weight of sexes, both at birth and infancy. The average weight of a male child at birth is about 7 pounds, and of a female child only about 61 pounds. The weight of a new born infant decreases for the first three or four days after birth, and it does not sensibly commence to gain weight until it is a week old. At the end of the first year, the child is nearly three times as heavy as when it was born. At the age of seven years it is twice as heavy as at the end of the first year, and at 14 years old its weight is quadrupled. The average weight of each sex is nearly the same at the age of 12, but after that period, taking individuals of the same age, the females will be found to weigh less than males. When the weight of the body has reached its average maximum, it is about nineteen times heaver than at the time of birth. The average weight of men is about 130 poduds, and of women, about 112 pounds; of adults, without distinction of sex, about 120 pounds. In case of individuals of both sexes, who are under the height of 4 feet 4 inches, females are somewhat heavier than men; but if above this height, men weigh more than women. Men attain their maximum weight about the age of 40, and women at or near the age of 50. At the age of 60, beth the one and the other usually commence losing their weight, and the average weight of old persons, of either sex, is nearly the same as at 19 years of age. - D. S. Journal of Education.



## OFFICIAL ANSWERS TO QUESTIONS PROPOSED BY LOCAL SCHOOL AUTHORITIES.

(Continued from page 57.)

Number 20.

A majority of persons present at a school meeting passed a resolution against any tax for the support of the School, but did not say in what manner the Trustees should provide for its support. The trustees apply for advice as to what they can and ought to do in the circumstances. The following is the answer given to their representation and inquiry:

"No school meeting has authority to pass a resolution that would take away from trustees a power which is expressly given to them by Act of Parliament. The 4th and 5th clauses of the 12th section of the school act, makes it the duty of the trustees to determine what expenses they will incur to support their school; and the latter part of the 7th clause of the same section provides, that if the sum or sums provided for at an annual or special school meeting are not sufficient to pay the expenses thus incurred, the trustees shall have authority to assess the property of the section and collect any additional rate they may require to enable them to meet their engagements.

"The majority of the trustees of your section, under the circumstances which you state, have ample authority to levy and collect a property rate for whatever sum or sums they may require, over and above the amount of the school fund apportionment for the year, to pay their teacher's salary and the other expenses of their school. The proceedings of the meeting, therefore, to which you refer, enable and require the trustees to establish and support their school as a free school,—as they have no authority to levy a rate-bill on parents sending children to the school, according to the resolution which you enclose."

NUMBER 21.

At an annual school meeting the resolution, as to the mode of providing for the support of the school having been found to be injurious to the attendance of pupils and not sufficient to meet the engagements incurred, the trustees called a special meeting to reconsider the matter. Their right to call a meeting for that purpose, and the legality of the proceedings of such meeting having been objected to, the trustees applied for advice to the Chief Superintendent, who returned the following answer:—

"As the 12th section of the school act authorises the trustees to call a special meeting of their section for any school purpose specified in such section, a majority of the trustees of your school section have authority to call a special meeting to reconsider the whole question of the mode of providing for the support of your school, and rescinding or modifying any resolutions which may have been adopted on the subject, at the annual or any previous school meeting.

"I may further remark, that no school meeting has authority to say that the trustees shall be confined to what may be paid by rate-bill and the apportionment from the school fund for the support of their school; since the 4th and 5th clauses of the 12th section of the school act make the trustees the judges as to the sum or sums they will expend for the support of their school, and the latter part of the 7th clause of the same section expressly authorises them to assess the property of the section for whatever sum or sums they may require to meet their engagements, and the payment of which has not been otherwise provided for."

## For the Journal of Education.

## MENTAL ARITHMETIC—METHOD OF TEACHING IT IN THE MODEL SCHOOL TORONTO.

(BY MR. JOHN SANGSTER, SECOND MASTER.)

Through some unaccountable oversight on the part of teachers, mental arithmetic has been hitherto almost entirely neglected in our common schools; as a branch of useful instruction, it is, probably, not even thought of in more than one out of twenty of the schools through the Province. This is the more unfortunate, as, besides being a subject of great practical utility, it is admirably adapted for developing the youthful mind.

I venture nothing in asserting that mental arithmetic, when properly taught, is a mental discipline second to no other,—geometry,

perhaps, excepted. True, geometry, the best of all studies for enabling the mind to make clear logical deductions, to investigate complicated arguments, so as to decide upon their validity or fallacy, leading the mind, as it does, to draw from a few simple data, the most astonishing conclusions, so fills it with a consciousness of the power and sublimity of Truth, as effectually to train it in habits of precision and acuteness; but it is no less true that mental arithmetic, being eminently a process of abstraction, and compelling the mind, as it were, to retire within itself for a time and think, by giving it habits of activity and correctness, has an effect upon the intellect almost as beneficial as the study of geometry.

In mental calculations, the mind, after a little practice, acquires the habit of becoming for a few seconds intensely concentrated; and this habit of repeatedly confirming it, for a short time, to one subject, must necessarily sooner or later bring the attention under complete subjection to the will, one important, if not the most essential lesson to be learned by the human intellect. Moreover, besides its advantage as a means of improving the understanding, it is exceedingly useful in the affairs of every-day life. How often, for instance, is the farmer, when selling his produce, necessitated to trust to the computations of others, when a very moderate knowledge of mental arithmetic would enable him to ascertain the price of his load with accuracy and ease. Alike serviceable to the merchant and to the clerk, to the farmer, the mechanic and the labourer, why is it not more generally taught in our schools?

Let the intelligent teacher try its effect upon his pupils for only one quarter, and he will become so thoroughly convinced of its merits, that he will ever after continue it among his subjects of tuition. He will find it, perhaps, superior to all other means for waking up mind in his school, and a truly valuable auxiliary in imparting to his pupils a thorough and comprehensive knowledge of written arithmetic. How frequently do we meet with children who, after spending month upon month at school and after having "gone through the arithmetic" once or even twice, are still unable to apply the fundamental rules-boys who have floundered through all the intricacies of Single and Double Position, still unable to find the price of 79 articles @ 21d. each, or obtain the answer to any similar question! Such a lad may know, and be able to repeat, accurately, all the rules in the book, but he cannot apply them; and hence, when asked the simplest arithmetical question, he either obtains the answer in some roundabout inexplicable manner, or gives up in despair, declaring that he can do it if any person will tell him what rule to make use of.

Now the child that has been properly taught mental arithmetic is independent of all mere book rules, he has a method of his own, which he applies intuitively, without a moment's heaitation, and with the most surprising effect. The consequence is, that, in a short time he not only acquires a much clearer idea of practical arithmetic, but also becomes more attached to the science of numbers; he finds every part of the subject marked by a beautiful simplicity; he no longer "sees through a glass darkly;" but his mind carries on the requisite operations with greater rapidity than his hand can set down the results.

In teaching mental arithmetic, as in teaching any other branch, there is a right and a wrong method. The latter consists in giving the pupil too many rules, in dwelling more upon the how than the why; the former in allowing him as much as possible to devise methods for himself, and in requiring him to give a concise, lucid explanation of the manner in which each question is solved.

Upon its first introduction into his school, the teacher must endeavour to make the subject as attractive as possible; especially must he aim at extreme simplicity, as, every effort will eventually prove a failure, unless he guard against giving the class questions above their capacity.

The larger the class learning mental arithmetic, and the greater the variety of modes consequently adopted by the different children to obtain the answer, taking it for granted that the teacher always encourages each child to explain the steps by which he arrives at the required result, the more easily and effectively is it taught. Suppose the class, then, to contain from fifty to a hundred children, between the ages of ten and sixteen, they may be most conveniently seated, if the arrangements of the school permit, on parallel benches, rising one above another, as in a gallery, so that the teacher, when at his proper station, before the front seat, can see all that is going on in the class, and be able to check instantly the slightest inatten-

tion. It may be here proper to remark, that, while we would encourage the teacher to diligent self-preparation, every evening, for the duties of the following day, we cannot too forcibly urge the impropriety of his making use, during the lesson, of any text-book containing question and answer. It is so palpable an acknowledgment of his inability to obtain the answer, as quickly as his pupils, that very soon they lose that respect for their master's attainments which is essential to his usefulness and success. Besides the habit of giving questions extempore is so exceedingly advantageous in many other respects, and is so easy an acquisition, that no teacher should hesitate a moment which mode to adopt.

In conducting the lesson, the teacher must steadily keep in view that the grand object to be attained is, not so much facility in mental computation, as rapidity of thought, power and truthfulness of intellect; and accordingly every question must be made more or less conducive to this one great end. Bearing this, then, constantly in mind, he will direct his attention chiefly to three things:—First. He will be careful that all or nearly all the children in the class are actually engaged in solving the problem. Secondly. When the answer is given, he will ascertain that all are thoroughly conversant with the principles by which it was obtained. And thirdly. He will anxiously endoavour to develop in his pupils that amount of self-confidence and ardent desire to surmount obstacles which the subject is so well designed to teach, and that form so essential an element in the character of him who would successfully encounter the difficulties and temptations of life.

In briefly adverting to the manner in which this threefold-object may be accomplished, we shall suppose that 80 or 100 children, who have already devoted some two or three months' attention to the subject, are seated, as before described, on parallel benches, rising one above another. The teacher without any text-book, stands before the class, ready to propose questions, receive answers, and explain, on the blackboard, the principles involved in their solution. The question is propounded clearly and distinctly, and while the pupils, with lips instinctively moving and eyes half closed as if to shut out all external objects, are silently employed in obtaining the answer—the teacher carefully guards against giving any intimation whatever, either by word or sign, as to the individual from whom he intends to require it. Hence, every child knowing his liability to be called on for the answer, does his utmost to be able to give it correctly.

Although no show of hands or any other signal is allowed, yet it is an easy matter to distinguish those that have finished from those still engaged in the mental operation. The more excitable, directly they have ascertained the answer, can scarcely refrain from springing off their seat, and seem to be almost bursting with eagerness to be permitted to announce it: while even in the more plodding and sluggish, the sudden illumination of their countenance presents an unmistakable sign of their readiness to make it known. The teacher uses his own discretion as to the amount of time requisite for waiting, determining it by the nature of the question and the capacity of the class. A sufficient interest having elapsed, some one is requested to announce the answer. If not given instantly, and correctly, a second, a third, and a fourth, in different parts of the class, are asked for it in rapid succession. If these all fail in giving an accurate reply, it is required from an entire seat or the question is thrown open to the whole class. If then, as sometimes happens, none or but few answer, the teacher, so far from jumping at the conclusion that his pupils are dunces and incapable of learning mental arithmetic, attributes the failure to his own want of consideration in not adapting the question to their capacity, and, with more judgment and discretion, resolves in future, rather to lead them almost imperceptibly onward, from the simple to the difficult, than attempt to drive or pull them through the perplexities of an uninviting study. When it occurs that none but erroneous answers are returned, instead of offering a special rule to meet the case, the question is for the time abandoned, and a much easier one of the same description substituted in its place; this being correctly answered and thoroughly explained by a number of the pupils, a second and a third of the same nature, but somewhat more difficult, are successfully dealt with. Thus in the space of two or three minutes the difficulty is so effectually removed, that when the original question is again proposed, it is answered by the majority of the class with facility. The pupils are left as much as possible to their own ingenuity in devising methods for solving each problem, still,

when a particularly difficult question is under consideration, the teacher sometimes endeavours to facilitate the process of finding the answer, by throwing such judicious hints as he may think proper; but however much they are thus helped, it is done in such a manner, that the children learn the lesson, fully impressed with the idea that they have resolved every difficulty without assistance. In every instance when the answer to a problem is given accurately, as many of the pupils, as convenient, are requested to state the steps by which they arrived at the required result. The teacher also, indicates the means pursued by himself. The principles on which these different modes depend are all investigated, and thoroughly explained on the blackboard; the more expeditious method pointed out and recommended to the class; and, in further illustration of the rule, one or two other questions of the same kind proposed. Another class of questions are then proceeded with, and so on till the end of the Jesson, which it is not expedient to continue more than twenty minutes or half an hour.

8.

EXTRACT FROM THE MESSAGE OF HIS EXCELLENCY WASHINGTON HUNT, RELATING TO EDUCATION IN THE STATE OF NEW YORK.

School Fund—Literature Fund—Free Schools—State Aid to New Colleges—Industrial College—Charitable Institutions.

The funds devoted to school purposes are believed to be in a safe and healthy condition. On the 30th of September, the capital of these several funds was as follows:—

 Common School Fund.
 \$2,925,449 79

 United States Deposit Fund,
 4,014,520 71

 Literature Fund,
 272,880 12

Making an aggregate of \$6,612,850 55 invested in productive securities for the advancement of education.

The annual report of the Superintendent will present a complete view of the operations of our common school system.

The number of children taught during the year, was 726,291: the whole amount expended for teachers' wages, including books for school libraries, was \$1,432,696. Under the present law the state furnishes \$1,100,000 of the amount required annually for the support of the district schools, viz: \$300,000 from the income of the school fund and \$800,000 required to be raised yearly by state tax. It is estimated that the sum thus furnished from the treasury will be sufficient in most cases, to make the schools free for six months in each year, leaving it for each to provide means by rate bills for such additional period as the school may be taught.

The act passed by the last Legislature was adopted as a compromise of conflicting opinions, and appears to have been received with general favour by the community. It has put an end to the controversies produced by the unequal operation of the law of 1849, which had for some time agitated the public mind and kept the districts in a state of fermentation. It is gratifying to observe the return of that harmony which is essential to the successful working of a system of popular education. In considering any further changesthat may be proposed, we should endeavour to avoid any experiment calculated to reproduce the divisions that have been so happily, but with so much difficulty, healed.

In pursuance of a resolution of the last Assembly, I appointed Samuel S. Randall, a Commissioner, to embody in a single act a common school code for the state. His report will be placed before you at an early day, and will doubtless receive the respectful consideration due to recommendations coming from one whose long experience and enlightened zeal in the cause of education, are widely and justly appreciated.

The ordinary appropriations in support of colleges were omitted by the last two Legislatures. The present condition of the United States Deposite Fund is such as to justify a moderate grant in aid of the higher institutions of learning, and I would renew the recommendations in their favour, contained in my last annual message. Several new institutions, including the Genesee College and the Rochester University, which have not yet enjoyed the public bounty, present strong claims to encouragement, and it would seem but just and reasonable that they should be admitted to an equal participation in the patronage of the state. The University of Albany has been organized under favourable auspices, and if the design of its patrons and professors shall be realized, it will ultimately be made equal to the best universities of Europe.

Much interest has been manifested for some years past in favour of creating an institution for the advancement of agricultural science and of knowledge in the mechanic arts. The views in favour of this measure, expressed in my last annual communication, remain unchanged. My impressions are still favourable to the plan of combining in one college two distinct departments for instruction in agricultural and mechanical science; but many, whose opinions are entitled to weight, contend that a separate establishment for each branch would be most advantageous to both. Before adopting any final action on the subject, the merits of the several systems of organization that have been proposed, should be maturely considered. I would respectfully recommend that a sufficient portion of the proceeds of the next sale of lands for taxes be appropriated to the erection of an institution which shall stand as a lasting memorial of our munificence, and contribute to the diffusion of the useful sciences and the elevation of the producing classes, during all future

Our charitable institutions continue to fulfil the beneficent purposes for which they were designed. The particular condition of these establishments will be presented in the annual reports of their officers. We may contemplate with intense satisfaction the blessings that have been conferred upon the children of adversity by the humane spirit of our past legislation. The state has given its powerful aid to every plan of practical philanthropy calculated to ameliorate the condition of the unfortunate. So far as human skill can supply the faculties of which they have been deprived by their Creator, the blind have been made to see, the deaf to hear, and the dumb to speak. Liberal provision has been made for the infirm and destitute; the paternal guardianship of the Legislature has been extended to the fatherless, the insane, and even to the idiotic. I cannot too strongly commend the agencies by which these generous aims are accomplished to your fostering care and attention.

## EVERY CHILD HAS A RIGHT TO A GOOD PUBLIC EDUCATION.

It is not because a person is poor that he can, with propriety, claim of the public a good education for his child. It is not a gratuity which the public may or may not grant, as its benevolence induces or its selfishness withholds. Though a man be as Crossus, rich, and his neighbours poor, he can, by right claim of them, that in common with him, they shall defray the expense of the education of his children; though he has many children and they none at all, the right is the same. Shall a man then say he does not wish to have his children educated at the expense of his neighbour? Or again, shall a man say that the law compels him to give his money to educate his neighbour's children &c.? Then the right of the thing is not understood; as well might a man say he does not wish to drive his team over a bridge built by the county or town; as well might a man say he was obligud to give his labour upon the roads to his neighbour.

The right arises from this: every child is to a certain extent, the child of the public; of him the public will require certain duties—to fit him to folfil these is, therefore, the duty of the publie. From him the public will derive certain advantages; it is, therefore, under the most powerful obligations to fit him to yield to them. The father of a child is under obligation to educate the child in respect to all those things which reflect advantages upon the child itself. Is it said that the child will be happier if educated to properly perform all its duties toward society, and therefore it is the duty of the father to thus educate the child? 'This does not exactly follow. It is the duty of the father to see that the child is thus educated; but it is not his duty to be at the expense of it. It is his duty to see that the public educates the child, and pays the expense of educating the child in respect to its public duties. For it is evident enough that the recipient of benefits should pay the necessary expense. Scorned then be the idea that public schools are a kind of benevolent institutions, instituted for the benefit of the poverty of the land. No, viewed aright, it is a privilege to the public to have the educating of children. Nothing adds so much to the happiness and prosperity of a society as a well educated people. If our hearts glow with gratitude, when we see the maturing wheat clothe our fertile fields, and rejoice because we hope soon to enjoy the well ripened fruit, how much more shall we be glad when, in our well educating schools we see the youth ripening into manhood, soon to bless us by their refining infinences, and not less,

our children and friends adorning society, and handing down our institution, improved by their care, to the remotest generation. Nothing repays culture so well as boys and girls. It is a blessing to society, therefore, to educate.—From the District School Journal of Education.

## Educational Intelligence.

#### CANADA.

#### MONTHLY SUMMARY.

From an excellent address "to the Clergymen of the various denominations within the County of Brant," by the local Superintendent of Burford, the Rev. St. George Cantfield, in the Brantford Courier of the 8th inst., we select the following admirable counsel and suggestions:-While it rests with the Board of Public Instruction to decide upon the capabilities of teachers, it rests with you to determine that no immoral, no outwardly irreligious person be found in the responsible position of a teacher of the youth of our country. The power of granting certificates of moral conduct is very wisely left in the hands of the Clergy; for it appears to me that such a certificate is meant, not alone to exclude from the office of teacher, drunken and dissolute persons, but also all those whe would set before their pupils the bad example of a Sabbath-breaker, or a neglector of the public worship of the denomination to which they belong. Brethren, a weighty and important trust is here laid upon us; we are responsible for the character of those who are sent forth to teach, and if we only strictly and impartially perform this duty, in a short time no immoral or irreligious teacher will be found in our schools. Let us act upon those words of the Chief Superintendent:-"The moral character of teachers involves the deepest interest of our offspring and the widest destinies of our country; no tax expediency or false delicacy should be permitted to endorse a person of irregular habits, or doubtful morals as "a good moral character-and let him loose upon society, authorised and certified as a duly qualified teacher of its youth."..... The Brockville Recorder of the 6th instant, contains a sensible and appropriate letter, signed "Juventus," on the subject of "the little respect shown to those who have the care and instruction of youth." We can assure "Juventus" that just in proportion. se the profession of school teaching elevates itself or becomes elevated, in the same degree is the public anxious and willing to treat its members with the greatest consideration and courtesy. The profession it is well known is much more highly prised and respected in Upper Canada, in 1852, than it was in 1842.....At the close of the recent examination in school section No. 1, Niagara and Grantham, the trustees presented a written address to the teacher, Mr. David Thompson, expressive of the entire satisfaction of themselves and their constituents with his management of the school. Thus merit is ever appreciated and acknowledged. The trustees state that "immediately preceding your commencement as teacher, the school had dwindled down to from five or six to ten or twelve scholars. But such was the confidence you inspired, and such the anxiety of the people to send their children to be taught by you, that the school rapidly arose to the unprecedented number of between sixty and seventy scholars, and the progress of the pupils is such, as none ever remember to have before witnessed.".....The Rev. W. Bettridge, of Woodstock, we learn from the London Prototype, delivered, on the 14th ult., one of "the most eloquent, argumentative, convincing and truly christian lectures ever heard within the walls of the Mechanic's Institute, or in the town of London, on the importance of education, in all its different stages, from the first dawning of intellectual light. Mr. Bettridge was just the man to bring conviction home to the minds of all, to satisfy the Episcopalian, the Presbyterian, the Methodist, the Baptist, the Independent and the Quaker, that the present school act for Upper Canada is capable, if worked according to its true spirit and intent, of satisfying the different conflicting parties that have so long agitated the Province on educational matters. But that he did so we have abundant testimony. Men of all ranks, of every religious persuasion, and from different countries, agree with us, that the lecture of the reverend gentleman did more to remove their prejudices than all the speeches ever uttered within the walls of parliament, or all the newspaper articles that for years have fallen from the press. Mr. Bettridge's lecture will, we understand, be printed in pamphlet form...... Mr. J. R. Hoag, in a communication to the Oshawa Freeman, gives an interesting account of the examination in school section No. 1, at Harmony. The arrangements for the examination seem to have been admirable, He says: "The house was tastefully decorated with evergreens, which brought the associations of beautiful pine bowers, and were the beat emblems of the laurels sought by the little competitors. The exercises of each succeeding class indicated most clearly the spirit of progress that is becoming general in the school. The trustees recently introduced Helbrook's scientific apparatus, the the Planetzrian, Tellurian, &c., which, with only one week's practice, worked to the entire satisfaction of visitors present. It is surprising how much children will learn, in so short a time from tangible illustrations. Every school ought to introduce them without delay. The apparatus costs about \$21. The examination was in the new house erected recently by Mr. Taplin, and is an ornament to the section. It is to be regretted that it has not a small belfry with a suitable bell-for a bell is very necessary in announcing school hours, and thus regulating the habits of children. The house might be rendered still more attractive by setting out a suitable number of shade trees, which should adorn the site of every school-house, at whatever cost. I congratulate the Harmonians on the fine specimen of a school-house they have obtained after the "sore trial" they have experienced. Belligerent parties that shook the peace of the section a few months since, have come to terms—arms are grounded; two schools melted into one : and Mr. O'Leary leaves only to return in a few months and become a permanent teacher.".....A petition to the Legislature in favour of Roman Catholic separate Schools, says the London, (U. C.) Times, has been presented for signature at the church door of that town. The movement, says the Times, is simultaneous all over Upper Canada..... The recent meeting of the preliminary Teacher's Institute of the County of Oxford appear to have been highly interesting and practical. Its proceedings are reported in a late number of the Western Progress. Explanatory lectures on various branches of instruction were delivered by several teachers. Addresses by the Rev. W. H. Landon and by George Alexander, Eeq., were also delivered. The Institute will meet again on the 16th July..... The Bathurst Courier of the 14th and 21st inst., contains a lecture on Free Schools, by J. A. Murdock, Esq. We are happy to learn from various sources that so many excellent lectures have been prepared and delivered by local superintendents in different parts of the Province..... In the Norfolk Messenger of the 29th ult., "J. S.," of Sandhill, discusses with much practical ability the subjects of "Discipline," and "modes of teaching" in a school. His suggestions are valuable and useful..... Sheriff Ruttan, of Cobourg, has addressed a circular "to schoolmasters and parents throughout Canada," urging them to adopt a system of ventilation in the arection of school-houses. He says :-- Now that the necessity of the ventilation of school-houses is beginning to be fell, it is only necessary for me to remind you that our schools are the nurseries of most of the diseases which affect the adult population of our land. I have great pleasure in now informing you that I have found a remedy, and that after eight years of iacessuant labour, and the expenditure of many thousands of dollars in experimenta, I have reduced spontaneous or natural ventilation to a science an unerring and universal system, which has never before been accomplished by any man. As hundreds of school-houses must of necessity be erected every year, and as the building season is repidly advancing-I take the earliest opportunity of apprising you that no building can be ventilated unless it as expressly built for it. As much of my time as my business will admit of, will cheerfully be devoted to the instructing of builders as to the mode of building for this purpose. To save time, send me a rough plan of the building you want.

Inspectors of Schools in Lower Canada.—Recent numbers of the Canada Gazette contained appointments by His Excellency the Governor General of District Inspectors of schools in Lower Canada, under the act of last session. The Montreal Herald thus remarks on the subject: "These officials, if they be well chosen, and judiciously supported, while at the same time their authority is held sufficiently in check to prevent it from becoming annoying to the inhabitants of the country, are likely, we think, to effect a great deal of good. The school act referred to, sets forth the great increase of schools in Lower Canada within a few years, and the necessity thence arising for the instruction of suitable schoolmasters It then goes on to make provision for the establishment of one or more normal schools, to be paid for out of the unclaimed balances of appropriations of common school moneys, and, in case of these proving insufficient, out of the Jesuits' Estates. It then gives authority to the Governor General to name Inspectors of schools, and declares that the duties of these Inspectors shall be to visit each school municipality in the district for which such Inspector shall have been appointed; to audit the accounts of the Secretary Treasurer, and the registry of school commissioners, and to report generally whether the dispositions of the school law are properly executed; each inspector having all the power of the Superintendent of schools, in so far as they are not otherwise limited by his commission. The act farther declares that each inspector shall make quarterly reports of all particulars relating to the schools in his district; and that they shall have a salary in no case to exceed £300 per annum. We believe that the salaries have been fixed at about £150 per annum."

University of Queen's College.—Session 1851-2.—On Thursday, 29thApril, the Senatus Academicus of the University, after examination on the subjects prescribed, conferred the degree of Master of Arts on the three following candidates for that honour, viz:—John Hugh Mc-Kerras, A. B., Brockville; William Johnson, A. B., Nelson; David Watson, A. B., Williams. On the same day, the Senatus Academicus

conferred the degree of Bachelor of Arts on the following candidates, after examination on the subjects prescribed for that honour, viz:—John Lindsay, Ormstown, C. E.; Robert Sutherland, Jamaica; Farquhar McGillivray, Glengarry; Peter Watson, Williams; Alexander G. Fraser, Glengarry; James McEwen, Belleville; Thomas Miller, Flamboro West; James Rollo, Seymour. Of whom John Lindsay and Robert Sutherland passed with honours, both in classics and mathematics; Farquhar McGillivray with honours in classics; and Peter Watson with honours in mathematics.—[Globe.

University of Victoria College, - Session 2851-2. - The closing exercises of the winter session of this Institution were held on the 3rd, 4th, and 5th instant. During the three days of the examination, various classes in the English branches, classics, mathematics, and natural sciences, underwent a thorough examination, and they acquitted themselves in a very satisfactory and creditable manner; and all who have attended the examination, have expressed themselves in terms of unqualified praise of the very efficient system of teaching adopted, and successfully carried out in Victoria College. Of this system we should consider the first characteristic to be thoroughness. The second and third characteristics of this mode of communicating instruction, are its perfect practicability, and the introduction of all the improvements of modern instruction. On Tuesday evening, the Rev. Dr. Ryerson, Chief Superintendent of Schools, delivered in the chapel of the college, before a crowded and highly-delighted audience, a most able and eloquent lecture. The subject was "Denominational Colleges and Academies, their relation to our system of Public Instruction, and to the State." The subject chosen by Dr. Ryerson is one of great interest and vital importance to the whole community. He assumed the position, and most satisfactorily proved, that common school education should not be sectarian; that a system of instruction should be based on religion, but that religious instruction should not be expected to be given in common schools; that we should have a provincial university somewhat similiar to the London University; that the separate colleges should be denominational, and receive pecuniary aid from the State, but not for the maintenance of theological chairs, which should be entirely upheld by the various denominations who establish them, without any claim upon the Government for pecuniary assistance. Although the subject of the lecture was somewhat novel, he handled it with great skill and effect. We hope that Dr. Ryerson will favour the community by publishing his views as set forth in his lecture, at an early period, as we consider they would be eminently useful, and generally approved of at the present moment. On Wednesday evening were the commencement exerercises of the College, and we believe we only echo the opinions of all, when we say they were of a very high order of merit. We understand that the attendance during the winter has been between 60 and 70. This is a great improvement on former years, and we attribute it to the success of the scholarship scheme. The Summer Session commences on the 17th of June next.-[Port Hope Watchman.

Trinity College, Church University .- Bishop Strachan has published a Pastoral letter to the Clergy and Laity of his diocese, appealing to their liberality on behalf of Trinity College. The Bishop says:-" Trinity College is no longer a visionary conception, but a substantial realitydaily employed under able professors in the work of instruction, and numbering in its several departments, by the last return, seventy scholars. Under such favourable circumstances, the Council of Trinity College appeal with the greatest confidence to the friends of pure religion and learn. ing, to enable them to bring the arduous and important struggle in which they engaged to a speedy and successful issue. For, let it be remembered that the members of our Church in this diocese, have no other Seminary except Trinity College, to which they can, as religious men, entrust the education of their youth. Hence it becomes the bounden duty of all our people to establish in this important colony a seat of learning, in which the doctrines of the Church of England shall be taught in their pure integrity, and in which her pure and 'reasonable service' shall elevate and sanctify the labors of the teacher and the scholar." We perceive, by the last Church, that this Institution has just received a grant of £1,000 from the Society for the Propagation of the Gospel, being a portion of the amount raced for the Jubilee Fund.

A Chief Superintendent of Schools for New Brunswick.—The Rev. James Porter has been appointed General Superintendent of Schools for the Province of New Brunswick. This appointment will give general satisfaction to those who know most of the talents, education, and amiable deportment of the gentleman thus selected. The County Inspectors will not be appointed till the next sitting of the Council.—[N. B. Reporter, 7th May.

## PRINCE EDWARD'S ISLAND.

Statutes relating to Education.—In the list of Acts assented to, on the 3rd ult., by His Excellency, Sir A. Bannerman, on behalf of Her



Majesty, we find the following relating to education, &c., viz.:—1. An Act for the encouragement of Education, and to raise funds for that purpose, by imposing an additional assessment on land in this Island, and on real estate in Charlottetown and Common, and Georgetown and Common. 2. An Act to alter and amend an Act passed in the sixth year of the reign of her present Majesty, intituled an Act to alter and amend an Act for the establishment of an Academy in Charlottetown. 3. An Act to continue an Act for the encouragement of Education. 4. An Act to provide for the care and maintenance of Idiota, Lunatica, and persons of unsound mind.

#### BRITISH AND FOREIGN

#### MONTHLY SUMMARY.

An Association has been lately formed in London under the name of the Working Men's Educational Union, the object being the elevation of the working classes in physical, intellectual, moral, and religious condition......The chairs of History and Philosophy have been suppressed in the University of Paris by a decree of the President, and various checks are put upon the teaching of even the physical sciences. ..... Homerton College, which was long under the superintendence of the late Rev. Dr. Pye Smith, as a seminary for the candidates for the Nonconformist ministry, has been formally inaugurated as the Normal Training School, in connection with the Congregational Board of Education. The Rev. Dr. Harris, Principal of the New College, St. John's Wood, delivered the inaugural address. The late Edward Lombe, Esq., of Melton Hall, Wymondham, Norfolk, lately deceased at Florence, left his personal property, subject to the life interest of his wife, to the University College Hospital. The will has been proved in the Prerogative Court of Canterbury by the executors-the Baron de Goldsmid, Treasurer to the hospital, and Charles Caleb Atkinson, Esq., Secretary to the College; and the property is estimated at more than £25,000 ..... The Rev. Dr. Samuel Wilson Warneford has presented to the theological department of the Queen's College, Birmingham, an endowment of £10, 600, which sum had been invested in the names of James Thomas Law, Chancellor of the diocese of Liehfield; William Dickens, Esq., of Cherrington, Chairman of the County Quarter Sessions; Vaughan Thomas, B. D., and William Sands Cox, F.R.S., in preference shares of the Great Western Railway Company, at 44 per cent. interest. A donation of £1,000 has also been given by Dr. Warneford towards procuring furniture, books, and defraying current expenses. The princely munificence of Dr. Warneford has been ordered to be entered on the records of the Society, and the most grateful acknowledgments presented to him. Dr. Watneford's endowments to the Queen's College and the Queen's Hospital exceed £25,000, as noticed from time to time in this Journal......John Miller, Esq., of London, formerly the head of one of the principal mercantile houses in Rio de Janeiro, has endowed Elizabeth College, in the Island of Guernacy, with 1,000 milreis per annum, to establish exhibitions for the pupils of that Institution ..... There has been bequesthed to the Univeraity of Glasgow, by the late Mrs. Elizabeth Brown, widow of Dr. Ebenezer Brown, Inspector-General of Army Passports, an illuminated manuscript Bible, together with 30 volumes, containing beautiful specimens of very early printing.....At a recent meeting of the Edinburgh Town Council, a letter was read from Professor Wilson, reaigning the Professorship of Moral Phileeophy in the University from ill health...... Professor Brande has lately retired from the Royal Institution, after having lectured on chemistry since 1812..... For the sake of facilitating education, the London and North Western Railroad carry boys, going to and from school, for half the fares at which they would carry them under ordinary circumstances. .... By a decree of the Minister of Public Instruction, M. Villemain and M. Cousin nave been named honorary professors of the faculty of letters in France.

Society for Teaching the Blind to Read.—The annual meeting of the friends of this Society took place at the Hanover-square Rooms, the Earl of Shaftesbury presiding. The report of the committee states that, it was found impossible to employ the blind girls in the ordinary domestic offices of the school, as their infirmity quite disqualified them from the performance of such offices. The embossing of the Scriptures for the use of the blind was actively proceeding; 51 volumes of the embossed Bible had been published at an expense of £32 per volume, and several editions of the Gospel, Psalms, and other works were in progress.

Mechanics' Institutes an Educational Agency.—At a recent Soirce of the Halifax (England) Mechanics' Institute, Sir Charles Wood, Ex-Chancellor of the Exchequer, (as one of the members of the borough) attended, and, in seconding the adoption of the report, remarked that, he could not but look to these institutions as one great branch of that general education which he felt deeply anxious to see promoted throughout the length and breadth of the land. He believed that the general convic-

tion was, that education was one of the first things which they ought to promote; and though it was one of those things which had been beset with difficulties, he believed that in a few years they would see a much more rapid progress made in favour of general education than had been the case for many years past. At the close of a very excellent speech, Sir Charles expressed his desire to assist in the erection of a new building for the Institute by a subscription of £100. Mr. Cobden, M.P., also addressed the meeting, and in the course of his speech made a pertinent observation relative to the taxation of paper. "When they went into a cotton-mill, and looked at the rubbish called cotton-waste, they would say that it was a strange idea for any Chancellor of the Eqchequer to think of putting a tax on that. But these things were sometimes converted into reams of paper, which were made into primmers and grammars; and then, although the Chancellor did not tax the article with which parties might shoot a partridge or a snipe, yet when it was converted into an article to teach a young idea how to shoot,' forthwith his excellent friend, their representative placed an exciseman on the paper, and before it could be used in their school-rooms and libraries he put a tax upon it."

University of Athens. - An American gentleman, Mr. H. M. Baird, at present attending this University, in a recent letter to the N. Y. Commercial Advertiser, writes as follows:-" The university commenced its sessions nominally in the latter part of September, but the weather has been so warm (warmer than in August at New York) that the course has but lately begun. The lectures are delivered constantly from 8 A. M. to 7 P. M., and generally three will be delivered at the same time. I, however, shall attend but three lectures daily at the utmost. At eight in the morning I attend a lecture by Professor Venthylus until nine. He translates on two days of the week, Demosthenes's oration against Leptines, and on two others, Æschylus's play of Agamemnon, into modern Greek. From 9 to 10, I hear Prof. Asopius on the Odyssey, the Greek poets, &c. Then I study until eleven, when a student, and myself, for an hour, translate alternately from English to Greek, and vice versa. This is a very instructive exercise. Then I study, either committing to memory words from a vocabulary. translating, or studying the grammar, until five o'clock, when I hear Prof. Manousis, a very, good historian, on universal history, and at six, Prof. Paparagopoulos on Greek history.

Education in Italy.—118 elementary schools of the first grade for boys, and 25 for girls, are supported by the Sardinian Government; 4,242 achools of a second grade for boys, and 1,259 for girls. There are also 591 male private schools, and 602 for girls. The amount expended in support of these schools exceed \$330,000 a year, and the number of pupils is stated to be 200,000. There are 104 institutions of a higher grade, with 900 teachers and 12,000 pupils. In the Universities there are 3,000 students, for the support of which the Government gives \$125,000 annually, and the same sum to the schools.

Educational Department in Turkey .- We extract the following paragraph of news from the late number of Harper's Magazine:-" When the department of the Minister of Public Instruction was created some little time ago in Constantinople, it became apparent that there existed a great desideratum of Moslem civilization, necessary to be supplied as soon as possible—a Turkish vocabulary and a Turkish grammar compiled according to the high developments of philology. The grammar has now been published; being compiled by Faud Effendi, mustesher of the Grand Vizier, a man known for his high attainments—assisted by Ahmed Diesvid Effendi, another member of the Council of Instruction. The work has been printed at Constantinople, and translations will be made into several languages: the French edition being now in preparation by two gentlemen belonging to the foreign office of the Sublime Porte, who have obtained a privilege of ten years for its sale." From the above it will be seen that the Ottoman Empire is progressing, and that the Moslems mean to run in the race of improvement with their brethren of the Cross. The work will be of value to eastern savans, and more particularly to comparative philologists.

Education in Buenos Ayres.—The British Packet of a recent date contains various public documents, proclamations, &c., by the new Government. One relates to education, and is from the Minister Alsina to the Rector of the University; which, after stating that the authorities desire to reform the different branches of the Government, speaks of public instructions as primary and important. The Minister, therefore, ordains that the decree passed in 1838, which required the students to pay all the expenses of the University of Buenos Ayres, and which has caused it to languish for the last 14 years, be repealed. The Minister further adds, that the Provisional Government desires to put an end to the deplorable scandal and shame that such a city as Buenos Ayres should have wanted public schools for 14 years. Until a more general arrangement can be effected, he advises that all the expenses of the University shall be paid out of the public treasury.

#### UNITED STATES.

#### MONTHLY SUMMARY.

We learn from the N. Y. Times, with regret, that George R. Perkins, Esq., A.M., Principal of the New York State Normal School, intends to resign his present post at the end of the current session of the Institution......Ex-Governor Slade continues his earnest and successful labours for the promotion of the cause of education in the West. Lately three excellent female teachers were sent out to California, and one is soon to be sent to New Mexico. Twenty-five teachers, who have been under a course of educational training at Hartford, left for the Mississipp; Valley on the 1st of May. We believe the whole number of teachers sent into the Western valley and to the Pacific coast, by the Society which Ex-Governor Slade represents, is about 275.

Legislative Aid to Colleges in the State of New York.—In the proceedings of the N. Y. Senate, just before its adjournment, we find the following:—Mr. Bartlett, from the select committee, reported the College appropriation bill as follows:—Rochester University, \$5,000; Genesee College,\$5,000; for the education of one student from each Assembly district at the Albany University, \$10,000; St. John's College, \$1,500; Oneida Conference Seminary, \$1,500; Delaware Institute, \$300; Oneida Indian School, \$200; Madison University, \$2,000; Rensselaer Institute, \$3,000; Medical Department, Buffalo University, \$2,000.

Land Appropriation for Denominational and other Colleges in Texas.—From the report of the commissioners for the investigation of land titles in the Western District of Texas, just made to the Legislature, we learn that in Texas there has been the following lands patented for educational purposes:—

For two State Universities,	acre	s, 199,102
For Denominational Colleges,	**	31,106
For Primary Schools in each county,	"	175,645
Total,		405,853

This includes only the lands surveyed and patented. There are some 300,000 acres more already ordered by law to be surveyed for the primary or common school purposes.

Proposed increase to N. Y. State School Fund.—In the proceedings of the N. Y. Assembly during its recent session, we find the following:—Mr. Underwood moved to take up the bill to increase the common school fund, and provide for a more free education. The bill provides for the so-called Chancery fund and unclaimed savings' bank deposits being applied to educational purposes. This bill has since become a law.

Free School Petition to Congress.—A beautiful and interesting scene was enacted here to-day by the presentation of the free school petition to Congress, by the hands of three thousand school children. The children of the District free schools went in procession to the Capitol, the boys and girls all neatly clad in uniform dresses, and delegations from schools, each covered the steps of the Eastern portico, and presented the petition to a committee. The ceremony occurred before the hour of meeting, and nearly all the members of both houses were present. The memorial is signed by eleven thousand citizens of Washington, and asks aid from Congress for the free schools.—[Cor. N. Y. Com. Adv.

Education in Georgia.—There are in the State of Georgia, 1,450 schools, colleges, and academies, with one thousand six hundred and twenty-two teachers, and an aggregate number of 41,702 pupils. Not-withstanding the number of white persons in the State, over twenty-one years of age, who cannot read or write, is 41,786.

Common Schools in Kentucky.—The report of the Superintendent of Public Schools in Kentucky, estimates the income for school purposes in the year 1852, at \$133,000, and states that in a few years it may reach \$140,000. The actual income of the fund for 1851, is set down at \$123,000, and the number of children in the State, within the school ages, at 206,000.

Common Schools in Ohio.—The number of townships in the State of Ohio is 1,316, of which 1,121 have reported on the number and condition of their common schools. They contain 9,783 whole and 1,529 fractional school districts, having a total of schools, 12,664; male teachers, 8,350; female teachers, 5,706; scholars enrolled, males, 238,574; females, 207,426; average number in daily attendance, males, 203,407; females, 159,760. The amount of wages paid to teachers from public funds was, to males, \$398,744 27; to females, \$135,335 96; amount paid from onthe sources, to males, \$111,759 47; to females, \$40,254 20; number of months schools have been taught, by males, 29,041; by females, 16,064f; number of school-houses built, 300; cost of new school-houses, \$109,303 77; amount of building funds raised, \$102,311 41; amount of school taxes on county duplicate, \$322,020 55; total amount of school funds received by reporting counties, \$587,659 51. The total amount of school and trust funds paid out of the state treasury during the year, was \$298,268 41:

## Literary and Scientific Antelligence.

MONTHLY SUMMARY.

Thomas McClear, 45, Yonge Street, Toronto, purposes publishing the first number of a monthly magazine, to be called " The Anglo Americast," on the 1st of July next. It is to contain 96 pages......From an excellent paper in the Norfolk Messenger, of the 29th ult., entitled, "Nationality-another of the Wants of Canada," we select the following passage, which contains a correct estimate of the importance of cherishing the noble spirit of nationality and love of country in the bosom of Canadian youth :- "But one of these emotions, beautiful in itself, and found in the bosom of all true patriots, is not only creditable to him whose heart is actuated by it, but alike important and valuable to the State. Its presence is a guarantee of the watchful care taken by its citizens to guard, in truth, the Constitution which protects them in the rights and privileges they enjoy, and the leve which knits them together in the common duty of advancing the interests of their native land, and instilling into the children's minds that reverence and love for the good and beautiful, which will fit them for the truly brilliant career of a lover of his country"......1n addition to the supposed remains of an elephant discovered in Burlington Heights, we learn from the Kingston Whig that, "In excavating for the foundations of two houses in the Market Square, some fossii remains have been found embedded in the limestone rock. They appear to be the trunks of antediluvian trees, of a round form, and apparently composed of carbonate of lime in a state of chrystalization, resembling quartz.".....The French Academy, at the instance of M. Montalambert, offers a prize of 4,000 france for the best essay on "Political Eloquence in England.".....The publications of the magnificent work called the Catacombs de Rome, for which the National Assembly voted £8,000, will shortly commence under the direction of a commission nominated by the Government, consisting of Messrs. Ampere, Ingies, Merimeo, and Vitel, members of the Institute. The work will contain exact copies of the architecture, mural paintings; imscriptions, figures, symbols, sepulchres, lamps, vases, rings, instruments, in a word, of everything belonging to or connected with the primitive Christians, which by most diligent search exercised during many years, have been brought to light in the catacombs of ancient Rome. For many years, no publication of such importance, or requiring such an enormous outlay, has appeared; but it is to be regretted, that whilst its contents are calculated powerfully to interest every historical student, and indeed Christian, who cares to enquire into the history of his faith, its enormous price, between £50 and £60 will keep it out of the hands of all except the most wealthy......John McGregor, Esq., the member for Glasgow, has become the proprietor and editor of Tait's Magazine ..... The right of newspapers to copy telegraphic despatches without credit from other papers, is a subject of discussion among the journals of Germany...... The New York Hereld says that it is stated that a discovery has been made of the causes, and of the sure mode of prevention of the explosion of steam boilers. A memoir on the subject was presented to Congress, and it is to be printed for examination. It is said that scientific men have been struck with the novel and ingenious views of the author of the memoir, whose name we have not heard ..... Among the most recent inventions, says an English paper, are gutta percha pena, which are stated to be far more durable than goose quills, and more available than the metallic material.....Alex. Mackay, author of the Western World, died lately at sea, on a return voyage from India. Mr. Mackay formerly resided in Toronto. Nicholas Gegol, one of the most distinguished of the modern authors of Russia, died a few weeks ago at Mescow. He was excessively poor, but that was his own fault, as he repeatedly refused to accept the liberal offers of publishers for a new and complete edition of his writings. His reason for thus refusing was that he had fallen into religious mysticism, and fancied that his publications constituted a deadly sin. He would have destroyed them all if he could, and carefully burned all his unpublished manuscripts. It has been represented that he was persecuted by the Russian censors of the press, but, so far from this being true, he was, it appears, a sort of "chartered libertine" with the pen, and that by the Emperor's express orders. His works throw great light on Russian manners, and he has been called the Russian Dickens. Just before breathing his last, he exclaimed, "Ah! if people knew how pleasant it is to die they would not fear death !"...... The great experiment of a public free lending library is to be shortly commenced in Manchester The lending library contains 4,713 volumes......At the anniversary of the Society of Antiquaries, held on St. George's Day, the President, Viscount Mahon, announced that Mr. Forbes Stephenson, a fellow of the Society, had bequeathed the sum of £16,000 to this corporation for the promotion of historical research and antiquarian investigation ...... At a sale of rare editions of the Bible and New Testament, which took place at Edinburgh, a copy of the New Testament, entitled "Tyndale's Second Genuine Edition," was knocked down at 2116.

Multiplying by Five.—Any number of figures that you may wish to multiply by 5, will give the same answer if divided by 2, a much quicker operation; but you must remember to annex a cypher to the answer when there is no remainder, and when there is a remainder, whatever it be, annex a 5 to the answer. Multiply 464 by 5, and the answer will be 2,320; divide the same number by 2 and you have 232, and as there is no remainder you annex a cypher. Now take 357 and multiply by 5, the answer is 1,785; on dividing this by 2, there is 178 and a remainder; you therefore place a 5 at the end of the line, and the result is again 1,785.

Great Exhibition Medal for Canada. - We have been favoured with an opportunity of inspecting that awarded to John Patterson Esq., of Dundas. The design and execution of the medal, which is of solid bronze. is exquisite. It was designed by William and Leonard Leon, Engravers to the mint. On one side are two beautifully-executed profiles of Her Majesty and Prince Albert. A trident of Neptune and two dolphins, emblematical of the naval supremacy of the Empire, are likewise represented on this side, and encircling the figures is the inscription-" Victoria, Dei gratia, Brit.: Regina F. D. Albertur Princeps Conjux MDCCCLI." On the other side is shown on the foreground, Britannia with her helmet laid aside, seated, and sucircling with a wreath the head of Industry, represented by a female kneeling with a distaff in one hand and an apiary by her side. Europe, Asia, Africa, and America are represented as on-lookers, and the characteristic likenesses given to those figures are most remarkable. In the back ground, a wheel, a hammer, a bale, and a figured vase, beside which is a bust of Flaxman, representing manufacturers and the fine arts. The motto on this side is from Ovid's Metamorphosis-" Dissociata locis concordi pace ligavit," which may be rendered, "It has bound in peaceful harmony those separated by situation.—[Examiner".

Death of Thomas Moore.—The Bard of Erin, after long bodily and mental suffering, is no more. With him dissappears the last one except Samuel Rogers, of that glorious array of talent and genius which adorned the early part of this century. Poor Tom Moore! thousands of hearts which have melted at the pathos and been ravished by the harmony of his beautiful verse, will sigh at the loss of this true son of song. He was born in Dublin, May 28, 1780, and was consequently in his 72nd year. Moore may justly be styled the Catulus of our British Literature. His sweet melody, light and beautiful animation, fertility and imagination, give him a niche in the temple of fame from which he will never be displaced. The stars of Erin are falling one by one. Tom Moore is gone and he leaves not his like behind. Moore has left three manuscript volumes—a journal kept with great regularity, which may be regarded as a sort of biography. This work was always intended by Mr. Moore for publication, and it will be prepared for the press forthwith by Mrs. Moore, who will, no doubt, accompany it with other documents of interest. The following is from a fly-leaf in the Edinburgh Review. just out:-"Messrs. Longman & Co., have to announce that the MS. journal and papers of the late Thomas Moore are in preparation for publications and that they will be edited by the Right Hon. Lord John Russell"

The Canadian Institute.—The annual conversazione of this admirable Institution, was held in the large hall of the Mechanics' Institnte, on the occasion of the acceptance of office by the officers elected under the new Royal Charter. The room was crowded quite as much as was consistent with the comfort of the numerous guests, among whom were included a large proportion of the most eminent professional and scientific men of the city, with a number of other gentlemen, all of whom appeared to be highly delighted with the combined amusement and instruction derived from the inspection of the numerous models, designs, and other scientific objects which were displayed around the rooms, as well as from the several addresses delivered on scientific subjects. One of the principal attractions was the figure of a crusader, carved in wood by Mr. Fleming. The attitude of this figure, as well as the proportions, are very good, but its chief merit consisted in the exquisite neatness of the workmanship. The figure was above four feet high, and was carved from basswood. Near this was a model in wood of a frame bridge, by W. Armstrong, C. E., carefully designed, and very neatly executed. An instrument for measuring the ebb and flow of the tide, by Mr. Sandford Fleming, attracted much attention. In the absence of W. E. Logan, Esq., F.R.S., President of the Society, Captain Lefroy, R.A., F.R.S., took the chair, and called upon the Secretary to read the annual report, which gave a very favourable idea of the progress of the Institute, and showed that its establishment had been already attended with important results, as was eviaced by a list of the papers on different subjects, principally connected with civil engineering, which had been read and discussed in the Institute during the past winter. Allusion was also made to the Roya! Charter—the first ever issued by the Provincial Government-which had been granted to the Soctety, and it was stated that arrangements were in progress by which it was hoped to affect the incorporation of the Institute with the Athenseum. On the 8th inst., the concluding meeting of the session for 1851-2 was held.-[Daily Patriot.

Among the numerous other arrangements for the ensuing session, means will be taken to collect, during the recess, information respecting the Indian antiquities of Canada. Steps will also be taken to collect information and specimens of the Hydraulic and other limestones of the Province. The Council of the Institute were authorised to make final arrangements for publishing the transactions of the Institute, and we understand that the Prospectus of their journal will issue immediately, and that the first funmber may be expected to appear for August. It is also proposed to award a medal or prize, at the end of their next session, in some branch of science connected with their pursuits.—Ibid.

Deaths of Distinguished Persons in 1851.—The Duke of Newcastle, K. G., aged 65. The Marquis of Northampton, for eleven years President of the Royal Society, aged 60. Field Marshal Grosvenor, aged 86. John James Audubon, the celebrated ornithologist, aged 76. Lord Bexley, formerly Chancellor of the Exchequer, aged 84. Miss Joanna Baillie, the celebrated authoress of "Plays on the Passions," aged 88. Lord Langdale, late Master of the Rolls, aged 67. Mr. Dowton, the celebrated actor, aged 87. Admiral Sir Edward Codrington, G. C. B., aged 81. The Earl of Cottingham, late Lord High Chancellor of England, aged 70. The Right Hon. Richard Lalor Shiel, British Minister at Florence, formerly Master of the Mint, aged 57. The Earl of Shaftesbury, Chairman of Committees in the House of Lords for 37 years, aged 82. Viscount Melville, First Lord of the Admiralty during the administrations of the Earl of Liverpool and the Duke of Wellington, aged 80. The Earl of Derby, K. G., aged 76. M. Daguerre, inventor of the Daguerreotype. Dr. Lingard, the celebrated historian, aged 81. Mrs. Harriet Lee, authoress of the "Canterbury Tales," aged 95. The Earl of Clare, aged 59. H. R. H. Prince Frederick, Duke of Saxe Cobourg and Gotha, elder brother of the King of the Belgians, and uncle of Her Majesty Queen Victoria, and H. R. H. Prince Albert, aged 66. James Fenimore Cooper, the distinguished American novelist, aged 62. Prince Frederick William Charles of Prussia, youngest son of Frederick William the Second, brother of the late and uncle of the present King of Prussia, aged 68. Viscount Bolingbroke, aged 65. The Earl of Liverpool, formerly Steward of Her Majesty's Household, aged 66. Lord Stafford, aged 80 His Excellency Count Reventlow, Ambassador to Great Britain from Denmark. H. R. H. the Duchess of Angouleme, daughter of Louis XVI. of France, aged 72. His Majesty the King of Hanover, aged 80. Marshal Soult, Duke of Dalmatia, aged 82. J. M. W. Turner, the oldest member of the Royal Academy of London, aged 75.

The Crystal Palace.—We doubt very much whether its oldest friends will be able to recognise the building in Hyde-park when they are again admitted. All the temporary wooden partitions which divided the several classes, countries, and colonies from each other, have been pulled down, and the visitor is at once, and for the first time, impressed with the vastness of the structure; the immense expanse of the noble nave, now cleared of its varied and thickly-studded contents and its swarming crowds; the interminable sweep of the sisles, which can be seen at a glance from one end of the building to the other; the long lines of delicate-looking taper columns, and the airy lightness that pervades the whole, impress one with feelings of admiration at the grandeur and simplicity of the designthe harmony and perfection of the arrangement, and the wondrous skill and ingenuity displayed in the execution. The building is now to be seen in an aspect which it never presented in any stage of its erection. The first impression it conveys to even those who have paced up and down its aisles and galleries for months is a feeling of novelty that is absolutely startling. The contrast between what it was last summer and what it is now is so striking that the mind is unprepared for the marvellous change, and experience all the pleasure of a fresh excitement, while the effect of the whole is most favourably heightened by the delicate azure tint of the frame-work. -[Observer.

The National Museum.—Contributions are still pouring in for the intended national museum, and, as far as present appearances enable us to judge, the collection will be extremely interesting and valuable. Most of the large English and foreign manufacturers have sent specimens of their cloths, stuffs, silks, woollens, and cottons, very ingeniously arranged, with the prices of the several articles and qualities attached. Some specimens of a very rich and artistically coloured velvet pile carpeting, have recently been sent in. One of the Nottingham lace manufacturers has sent a large number of specimens of the various qualities of this delicate fabric, also priced—the pillow lace, with its hundreds of pins and reels attached, is also shown in process of manufacture. The whole process of glove manufacture, with the mode of cutting out and fitting, is here; a very complete assortment of watch movements, and the silk hat manufacturer in all its stages. There is also a specimen of the first sheeting. ever made from China grass in this country. Some very beautiful cases of wax flowers, and models of various kinds, including one of the Ebbwvale Company's extensive iron works in Wales. The contributions in raw materials are also increasing rapidly, and one of the first duties of the Royal

Commissioners will now be to look for some suitable building or site for the museum. Seeing that the interest of the surplus funds in the hands of the commissioners amounts to nearly £5,000 a year, there can be no difficulty in making all the necessary arrangements upon such a scale of efficiency and completeness as may render it worthy the commercial character of the country.-[Observer.

Telegraphic Time in England .- The latest development of the electric telegraph system is at once useful and beautiful. It is a plan for distributing and correcting mean Greenwich time in London and over the country every day at noon. Every holiday taker knows the ball which surmounts the Royal Observatory, and has watched with interest its descent as the clock gave the first stroke of noon, thereby telling the sea-going men in the river the exact state of the chronometers which were to become their guides over the pathless waters. Such a ball is to be raised on a pole on the telegraphic office, near Charing Cross, and at noon each day is to drop by electric action simultaneously with that at Greenwich-both balls being in fact liberated by the same hand—and, falling on a cushion at the base of the pole, is to communicate standard time along all the telegraphic wires of the country. At the same instant, the bells will ring out noon at the most distant places,-Hull, Holyhead, Aberdeen, Harwich, and Devonport. The great metropolitan clocks, such as the Horse Guards, the Exchange, the New Palace, are to be regulated on the same principle. It is said that all the railway companies have agreed to avail themselves of these means of obtaining an exact uniformity of time.

Telegraphic Alarms in Boston.—A novel application of the telegraph has been invented by Dr. Wm. F. Channing, of Boston, and introduced in that city for a general system of fire alarms. Electricity corresponds to the agent of vitality which traverses the nerves, in its rapid transmission of impressions or impulses, as in the common electric telegraph, and in its power of producing attractions as in the electro-magnet. These are the two functions of the nerves of sensation and motion. Hitherto the sensitive function of the telegraph has been developed almost exclusively. A peculiar feature of the fire-alarm system is the development of the motor function of the telegraph, that is, its application to the production of important mechanical effects by means of artificial muscles and limbs, either directly by its electro-magnetic energy, or by acting through the medium of other machinery. In the system constructed in Boston, there are two distinct classes of electric circuits, radiating from a common centre, the one conveying signals, and answering to the sensitive nerves, extending to the reservoir of galvanic or nervous power for the whole system. This galvanic centre, which corresponds to the brain, presided over by an intelligent will (the single operator watchman) on receiving the impression or indication of a disturbance at the extremities, sends out an impulse to appropriate action over the other circuit, passing through the belfries of the various bells, and thus giving the alarm to the whole city. This is done in the following manner:—At each belfry the electric agent acts upon the electro-magnetic apparatus, corresponding to the human muscles; the result is the release of powerful machinery, which strikes a single and definite blow upon the bell. A combination of such blows can, of course, be made by the intelligent will at the centre, to represent district or any other signals. The system is highly ingenious in the details, and presents a beautiful instance of the application of scientific principles to purposes of practical utility.

## Editorial and Official Notices, &c.

#### APPORTIONMENT OF THE LEGISLATIVE SCHOOL GRANT FOR 1852.

For the reasons assigned in the Circular to Wardens of Counties, by the Chief Superintendent of Schools, published in the last number of this Journal, page 57., we regret being as yet unable to announce the apportionment of the Legislative School Grant for the current year. Very few abstracts of the audited returns of School Moneys have been received by the Educational Department as required by law; and until they shall have been received, no apportionment can be made by the Chief Superintendent to the County in default. Due notice of this fact was given last year, as well as this year; and if delay occurs in receiving the Legislative School Grant, the local school authorities are alone responsible for it.

## A HAND-BOOK OF THE ENGLISH LANGUAGE:

For the use of Students of the Universities and Higher Classes of Schools. By R. G. Latham, M.D., F.R.S. 12mo., pp. 398. New York, 1852. D. Appleton & Co., Rochester, D. M. Dewey.

The mere enumeration of the chapters in this book would induce a person to procure it. The work is divided into seven parts, and the subjects

are discussed in eighty-aix chapters. It is furnished with a list of questions and notes on each part at the end of the book. The author was formerly the professor of English language and literature in University College,

In the HAND-Book, the distinguished author's learning and philosophy appear to singular advantage. "It contains the entire results which have been arrived at in his larger treatises, accompanied with sufficient discussion and detail to enable the student to avail himself of the author's method and converge of invasional and converge the student to avail himself of the author's method. and sources of investigation, without bewildering his mind by reasonings which those only who are somewhat familiar with comparative philology are able to follow."

## A Dictionary of the French and English Languages:

In two parts. I. French-English; II. English-French; with a Vocabulary of proper names. By Gabriel Surreure. Abridged from the larger Dictionary. 18mo., pp. 556. New York, D. Appleton & Co.; Rochester, D. M. Dewey.

This has been considered a standard School Dictionary in Europe. It seems to be equally so in America. The system of pronunciation adopted is that of the French Academy, and of the most eminent lexicographers and grammarians.

## THE NEW FRENCH MANUAL AND TRAVELLERS COMPANION:

Intended as a Guide to the Tourist and a Class Book for the Student. By Gabriel Surreure. 18mo., pp. 287. New York, D. Appleton & Co.; Rochester, D. M. Dewey.

This Manual contains an introduction to French Pronunciation; copious vocabulary, and a very complete series of dialogues on topics of every day life, etc., etc.

#### HISTOIRE DE CHARLES XII.:

Par Voltaire Soigneusement revue par Gabriel Surreure. 16mo. pp. 262. New York, D. Appleton & Co.; Rochester, D. M. Dewey.

Few English students of French but have reason to recollect this beautifully-written History, slthough they may not have always succeeded in doing justice to the clearness and elegance of the author. This edition is very neatly prepared.

### Women of Christianity:

Examples for Acts, Piety, and Charity. By Julia Kavanagh, author of Women in France, etc., etc., 12mo., pp. 384. New York, D. Appleton & Co.; Rochester, D. M. Dewey.

A most interesting record of those hundreds of excellent, devoted women, eminent for active charity and Christian benevolence, who have lived during the last eighteen centuries. The author has admirably fulfilled her pledge, "to record those marvels of charity and devotedness which are the greatest boast of the Christian faith, and in which man has not as yet surpassed women." The completeness of her narratives has been a labour of love. The work "does not profess to include those women whose virtues went not beyond the circle of home, and whose piety was limited to worship. Love and adoration are beautiful, but the spirit of sacrifice is the true spirit of Christianity."

#### THE USES OF SUNSHINE:

By S. M. 16mo., pp. 348. New York, D. Appleton & Co.

#### HEARTS UNVEILED:

Or, the Pure Pleasure of Pure Minds. By Sarah E. Saymore. 12mo., pp. 300. New York, D. Appleton & Co.

## THE SPANISH TEACHER;

And Colloquial Phrase Book. By F. Butler. 18mo., pp., 293. New York, D. Appleton & Co.

#### PLANE TRIGONOMERTY:

And its Application and Mensuration of Land Surveying, accompanied with all the necessary Logarithmic and Trigonometric Tables. By George R. Perkins, A. M. 8vo., pp. 151 × 175 = 326. New York, D. Appleton & Co.

#### THE PRACTICAL ARITHMETIC:

Designed for such Institutions as require a greater number of examples than are given in the author's Elementary work. By G. R. Perkins, A.M. 12mo., pp. 356. New York, D. Appleton & Co.

We have to thank the publishers for the above works, kindly sent through our American book agent, D. M. Dewey, Rochester, and regret that want of space prevents us from referring to them more at length.

MATHEMATICAL TEACHER, who will be disengaged on the 1st October next, is anxious to obtain employment from that time. He is 37 years of age—has been 18 years constantly engaged in teaching the Mathematics and the English Languages—is prepared to stand the test of a strict examination on either subject—holds a First Class Certificate in the Counties of Frontenac, Leanox, and Addington and can give satisfactory references.

Address, WILLIAM DUNNE, Teacher, Centreville.

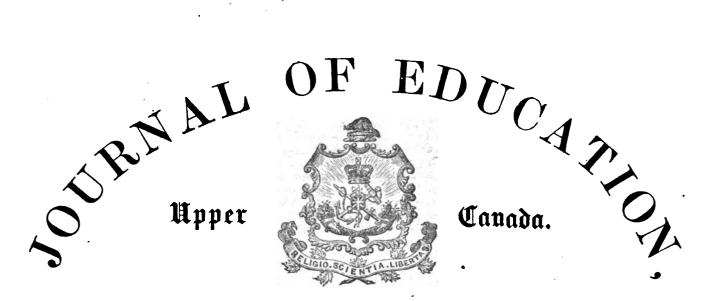
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All communications to be addressed to Mr. J. George Hopenes,

\*\*Education Office, Toronto.





VOL. V.

## TORONTO, UPPER CANADA, JUNE, 1852.

No. 6.

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#### SHORT MEMOIRS OF EMINENT MEN.

No. 1. Homer.

Poetry is of a very remote origin. The solemn offices of piety, the first lessons of wisdom with which mankind were acquainted, the earliest annals of history, and even the laws of nations in their infancy, were presented to the world in a poetic dress. But it is as devoted to the service of religion, that it seems arrayed in all its native splendor and charms. "Certainly," to use the language of Bishop Lowth, "nothing can be conceived by the human mind as more elevated, more beautiful, or more elegant, than the poetry which is to be found in the sacred writings; in which the almost ineffable sublimity of the subject is fully equalled by the energy of the language, and the dignity of the style.\* And it is worthy of observation, that, as some of these writings exceed in antiquity the fabulous ages of Greece; in sublimity they are superior to the most finished productions of that polished people. It would not be easy, indeed, to assign a reason, why the writings of Homer, of Pindar, and of Horace, should engross our attention, and monopolize our praise, while those of Moses, of David, and Isaiah, pass totally disregarded."†

To the same purpose, Mr. Addison remarks, "There is a certain coldness and indifference in the phrases of our European languages when they are compared with the oriental forms of speech; and it

\* See Job, chap. xl., from the beginning † Lowth's Prefect.

happens very luckily that the Hebrew idioms run into the English tongue with a particular grace and beauty. Our language has received innumerable elegancies and improvements, from that infusion of Hebraisms, which are derived to it out of the poetical passages in holy writ. They give a force and energy to our expression, warm and animate our language, and convey our thoughts in more ardent and intense phrases than any that are to be met with in our tongue. There is something so pathetic in this kind of diction, that it often sets the mind in a flame, and makes our heart burn within us.

"If any one would judge of the beauties of poetry that are to be met with in the divine writings, and examine how kindly the Hebrew manners of speech mix and incorporate with the English language; after having perused the book of Psalms, let him read a literal translation of Horace or Pindar. He will find in these two last such an absurdity and confusion of style, with such a comparative poverty of imagination, as will make him very sensible of the truth of these remarks."

Though it is not intended to examine and narrate the lives of the sacred poets and their incomparable productions, yet we shall present our youthful readers with a single specimen of divine poetry; we need not say, that it is a performance at once perfect and beautiful, since it is Mr. Addison's paraphrase on part of the 19th Psalm.

- The spacious firmament on high, With all the blue ethereal sky, And spangled heavens, a shining frame, Their great Original proclaim: Their great Original proclaim:
  Th' unwearied sun, from day to day,
  Does his Creator's pow'r display;
  And publishes to every land,
  'The work of an Almighty hand.
- Soon as the evening shades prevail,
  The moon takes up the wondrous tale,
  And nightly to the list'ning earth,
  Repeats the story of her birth;
  While all the stars that round her burn, And all the planets in their turn, Confirm their tidings as they roll, And spread the truth from pole to pole.
- What the in solemn silence, all Move round this dark terrestrial ball; Move round this dark terrestrial bal What tho' no real voice, nor sound, Amidst their radiant orbs be found; In reason's ear they all rejoice, And utter forth a glorious voice; For ever singing as they shine, 'The hand that made us is divine.'"

Of all the ancient poets, the first name that will occur to any mind is that of Homer. From an inscription on one of the celebrated marbles presented to the University of Oxford by the Earl of Arundel, there is reason to conclude, that he lived about nine hundred and seven years before the Christian era. His writings are unquestionably of very high antiquity. The honour of having given birth to this great poet, has been claimed by no less than seven of the principal cities of Greece, as is intimated in the well known lines.

Seven cities contend for Homer dead, Through which the living Homer begg'd his bread."

It is affirmed, that through a considerable part of his life he kept a school in Chios; and modern travellers assure us, that the inhabitants pretend to point out the very seats on the rocks which were occupied by this distinguished master and his pupils. It is indeed certain, that the people of this island have ever held him in the greatest veneration; this appears from the fact, that they struck medals, on which they depicted the poet seated on a throne, and holding in his hand the Iliad and the Odyssey; and for many ages, from motives of esteem for his memory, they celebrated festivals every fifth year to his honour.

But the genius of Homer was so extraordinary, that his fame could not be confined to Greece, or to any single nation in the world. Ptolemy Philopater, as an expression of admiration of his writings, built a magnificent temple, in the midst of which he placed a finestatue of the poet, and around it beautiful models of the cities which contended for the enviable distinction of his birth. Alexander was so delighted with the poems of Homer, that he usually placed them under his pillow when he slept. The Iliad he is said to have deposited in one of the richest caskets of Darius; intimating that there was no other cabinet worthy to contain so vast a treasure. The poet is said to have been blind during a great part of the decline of life; it is also affirmed, that his ashes repose in the small island of Cos. But this is uncertain; indeed, the age in which he lived is so remote, that the authentic particulars of his life and death are involved in very great obscurity.

The Athenian magistrate, Pisistratus, collected his poems, and placed them in the order in which they have come down to our hands.

However uncertain the biographical accounts of this great poet may be, it is unquestionable that he has immortalized his name by the originality, energy, beauty, and sublimity of his writings. The stern anger of Achilles, with its fatal results to the Grecian army, is the principal subject of the lliad. His other great poem, the Odyssey, narrates the history of the adventures of Ulysses on his return to Ithica, after the destruction of Troy. It is evident, even to a superficial reader, that the Iliad is written in a far higher strain of poetry than the Odyssey. Longinus compares the Iliad to the mid-day, and the Odyssey to the setting sun; and remarks, that the latter still presents much of its original splendour and majesty, though deprived of its meridian heat.

In ancient times, no man was thought to have been well educated, who could not readily quote from memory large portions of these truly astonishing productions.

The justly celebrated traveller, Dr. Clarke, bears ample testimony to the accuracy of Homer's geographical allusions and narrations. And very many learned persons who have visited Greece, have particularly noticed, that the several countries and objects described by the poet several thousand years since, present, even at the present day, the same general appearances.

It is impossible, that a person of any feeling or taste can read Homer without a full conviction that he possessed a sublime and an original genius. His verse, indeed is music. As his lines are recited which refer to the ocean, who does not hear the resounding of the waves and the tempests? Who does not feel, on this, and on a multitude of other subjects, that the very language beautifully harmonizes with the sense? The scenes described by the vivid fancy of the poet, actually rise in succession before the delighted or terrified imagination of the reader.

It would be an endless task to point out all the beauties of this distinguished writer. A few of them, however, cannot fail highly to gratify the youthful reader. The description of the shield of Achilles, formed of five massy plates of silver, is a beautiful creation of this sublime poet. How admirable and how varied are its ornaments! On it shine the moon, the sun, and the principal of the constellations of heaven. Next, there are two citics, one in a state of profound peace; banquets and music, youthful mirth and

gaiety, with the assembled senate, calmly deliberating on its affairs, are presented to the eye. The other town is besieged by its foes; hosts of warriors are in array around it; on this side the citizens form the secret ambush. Yonder, on the turrets of the towers, stand the trembling mothers, with their children, while the contest rages beneath them.

In the next compartment of the shield are the labours of agriculture; the plowmen, with the chining share, turn up the furrowed field; they take the full gobiet from their master's hand, and with new energy resume their labours. A field immediately succeeds, where the golden grain waves in its beauty; there are the reapers with their sickles. Some are cutting down the yellow treasure,—others are binding it up,—and there are children who are carrying away the sheaves. There, too, the owner of the crop looks on and smiles; he has spread the banquet on the cool turf, beneath the ample shade of the fine spreading oak.

Beyond the field of ripe grain is a fine vineyard. The large clusters seem to hang on props of silver; blooming youth, and fair maidens, gather, and bear homeward on their heads the purple harvest.

Then, herds of oxen meet the eye, with the herdsmen and their dogs. Two lions rush from the woods,—they seize the noblest of the cattle, while the dogs bay at a distance, and refuse to attack them.

Thick forests and verdant meadows; bleating flocks and folds; stalls for cattle, and scattered cottages and rustic revelry, then burst on the view, and decorate the shield. As a finish to this noble work, the artist poured around its extremity the waters of the ocean; the waves seem to roll in "living silver."

The poet's description of Juno's chariot, which he calls "a blazing ear," is very beautiful:

"The bossy naves of solid silver shone, Braces of gold suspend the moving throne; The car, behind, an arching figure bore; The bending concave form'd an arch before; Silver the beam, th' extended yoke was gold, And golden reigns the immortal coursers hold."

The course of her chariot through the ethereal way, is, perhaps, one of the sublimest passages in Homer:

"Swift down the steep of heav'n the chariot rolls,
Between the expanded earth and starry poles:
Far, as a shepherd from some point on high,
O'er the wide main extends his boundless eye;
Thro' such a space of air, with thund'ring sound,
At every leap th' immortal coursers bound."

The parting of Andromache and Hector, is a scene full of tenderness and beauty. The hero had put on his armour, and was just issuing through the gate of Troy to combat the foe,—when, mindful of the uncertainty of his return, he pauses, and comes back to bid his wife and little boy farewell. The nurse brought the dear babe; when, as the poet tells us,

"Silent the warrior smil'd, and pleas'd resign'd.
To tender passions all his mighty mind."

As the father stretched out his arms to clasp the infant in his embrace,—frightened at his dazzling helmet, and nodding plumes, the little boy clung more closely to the bosom of his nurse,—

"With secret pleasure each fond parent smil'd; And Hector hastened to relieve his child; The glittering terrors from his brows unbound, And plac'd the beaming helmet on the ground; Then kiss'd the child,"—

And lifting him on high, affectionately commended him to the care of heaven.

Full of apprehension for her husband's welfare, Andromache entreats him not to go forth to meet the foe; she points him to a tower, near some wild fig trees, where he may effectually, and with more security to himself, serve his country; she enforces her counsel by reminding him of the greatness of his danger, since her father, and her seven brothers, and many of her kindred had fallen by the hand of Achilles. With great tenderness and beauty she adds—

Yet while my Hector still survives I see My father, mother, brethren, all, in thee; Alas! my parents, brothers, kindred, all, Once more will perish, if my Hector fail; Thy wife, thy infant, in thy danger share; O prove a husband's and a father's care!"



<sup>\* &</sup>quot;Smyrna, Chlos, Colophon, Salamis, Rhodos, Argos, Athena, Orbis de patrià certat, Homere, tvà."

The following lines, Mr. Pope remarks, present the finest night piece which is to be found in the descriptions of any poet:—

"As when the moon, refulgent lamp of night,
O'er heaven's clear azure spreads her accred light;
When not a breath disturbs the deep serene,
And not a cloud s'ercasts the solemn scene;
Around her throne the vivid planets roll,
And stars unnumber'd gild the glowing pole;
O'er the dark trees a yellower verdure shed,
And tip with silver every meuntain's head;
Then shines the vales, the rocks in prospect lies,
A flood of glory bursts from all the skies;
The conscious swains rejoicing in the sight,
Eye the blue vault, and bless the useful light."

But Homer especially excels in striking and beautiful comparisons. Thus he likens the different generations of men to the leaves of a forest,—flourishing and fading, and dying in succession. The following, by which the poet illustrates the courage, strength, and success of Hector, is admirably expressive:—

"As from the mountain's craggy forehead tern,
A rock's round fragment flies, with fury borne,
Which from the stubborn stone a torrent rends,
Precipitate the pond'rous mass descends;
From steep to steep the rolling ruin bounds;
At every shock the crackling wood resounds;
Still gathering force, it smokes; and urg'd amain,
Whn'ls, leaps, and thunders down, impetuous to the plain;
There stops,—So Hector,"——

There is a very pretty simile by which the poet represents the case with which Apollo overturned the fortifications of the Greeks,—

"Then with his hand he shook the mighty wall,
And lo! the turrets nod, the bulwarks fall;
Easy, as when ashore an infant stands,
And draws imagined houses in the sands;
The sportive wanton, pleased with some new play,
Sweeps the slight works, and fashioned domes away;
Thus vanished at thy touch, the tow'rs and walls;
The toil of thousands in a moment falls."

We will only add two more, by which the poet describes the fall of warriors in the bloom of youth:—

Bo falls a poplar, that in wat'ry ground,
Rais'd high the head, with stately branches crown'd;
Cut down it lies, tall, smooth, and largely spread,
With all its beauteous honours on its head;
There left a subject to the wind and rain,
And scorch'd by suns, it withers on the plain."

Again, on the same subject, in his eighth Iliad, he says,-

As full blown poppies, overcharg'd with rais,
Decline the head, and drooping kiss the plain;
So sinks the youth; his beauteous head deprest,
Beneath his helmet, drops upon his breast."

### Pouths' Department.

#### CRADLE AND COFFIN.

Two receptacles awaiting,
Meet the needs of human kind;
Each with its appropriate freighting,
Each with garlands intertwined;
Cradle, where the child reposes—
Coffin, which the dead encloses.

Cradle, placed in marriage chamber, Swaying, swaying to and fro; Up its sides the children elamber, Toiling in a rosy glow: Whispering angels oft descending, Sweetest dreams the child are lending.

Coffin, midway placed, and dreary,
Cold, funereal draped, and still;
And its tenant resting weary,
With the death-damp stealing chill
Shrinking shapes, grief-struck and weeping,
Round the couch are vigils keeping.

Cradle—coffin—intervening,
O, the long and aching years!
Soul, slow learning time's dark meaning,
Eyes out-looking through their tears:
Kindly, seems the death cold stillness,
Genial, seems the rest and chillness,

All the nooks where self hath hidden, Memory searches to the core; Till dark spectres come unbidden Through the lattice and the door; Come, upraiding our omissions— Self-convicting our commissions,

Loving deeply, fondly, truly,
We infinitude demand;
Yielding up, spontaneous, duly,
Free-will offerings, heart and hand;
Thence this anguish is but telling
Of the depth whence love was swelling.

## PHYSICAL TRAINING IN SCHOOLS. GYMNASTIC EXERCISES.

CONTINUED.

No. II.



Action 25. The feet being placed close, the hands fixed on the hips, rise on the toes, then bend the knees, and lower the body gradually till the thighs touch the heels (see action 17):

extend the arms in front, and fall forwards, so that the body forms a straight line from the head to the heels, and rests on the hands and the toes.

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Action 26. The feet being placed close, the hands open, the arms straight upward, the palms in front, bend the body forward, and tough the ground with the points of the fingers. The knees are to be kept straight (fig. 17).

Action 27. This is the same as action 25, only springing up and clapping the hands.

Action 28. This action is performed by two, standing opposite to or facing each other. The left hand on hip, the right foot forward, the right arm in front; then grasp each other's hands, and try to bring the arm down to the right or left.



Action 29. The feet close, the hands on the hips: cross the legs, bend the knees gradually, sit down, and rise again (fig. 18).

Fig. 18.

Action 30. The reverse of action 28, viz., with the left arm, &c.

Action 31. The feet close, the arms extended in front, raise the left leg in front, bend the right knee gradually, and sit down on the ground, then get up





Action 32. This is performed by two persons facing each other. The left hand on the hip, the right foot in front, lock the middle finger on each other's right hand, and pull back (fig. 20).

Fig. 90.

Action 33. As action 31, performed with left leg. Action 34. As action 32, with left hand.

again in the same position.



Action 35. The feet close, the hands on the hips, jump up, at the same time spreading out the lega (fig. 21).



Action 36. Let the palms of the hands touch behind, fingers pointing downwards, turn the fingers inward, and bring the hands as high as possible up the back, taking care to keep the palms of the hands close together (fig. 22).



Action 37. The feet close, the hands on hips, jump up and apread out the legs, and cross them alternately (fig. 28).

Fig. 93.



Action 38. This is performed by two sitting on the ground, who face each other, the soles of the feet touching, then grasping a stick, and pulling against each other, first, with knees straight; secondly, bent; and third, with legs open.



Action 39. The hands on hips, the right foot in front, the toe pointing downwards, spring or jump twice on the right toe, and twice on the left, alternately, the knees being kept straight.





Action 40. Hook each other's hands, the toes opposite; then lean back, and go round quickly (fig. 26).

Action 41. As action 39, left foot in front.

Fig. 26.

Action 42. The feet close, the hands on the hips, rise on the toes, and jump forward with straight knees.

Action 43. Grasp the left hand with the right, bring the arms behind the head, and move them from one side to the other (fig. 27).

Action 44. Action 42 backwards.

Action 45. Bring the right arm round the neck and chin, and try to catch the right ear with the right hand. Fig. 27.

Action 46. The feet close, the hands on the hips, run forward and kick the thighs alternately.

Action 47. Action 45 with the left arm.

Action 48. The feet close, the hands on the hips, jump forward and kick both thighs with both heels at once.



Action 49. See action 17, fig. 12: then extend the arms in front, and fall down on the hands, the arms being straight, the body being brought so as to form a straight line from head to heel, as in action 25. Remain in this position a short time; then bring the feet, by a jump, between the hands, and rise (fig. 28).



Fig. 20.

Action 50. The hands on the hips, the left leg in front, toe towards the ground; then jump forward on the right toe, both legs quite straight (fig. 29).

Action 51. See action 49, then spring up from the ground and clap the hands; rise as in action 50.

Action 52. The same as action 50, only with the left toe.



Fig. 30.

Action 53. The feet close, the hands on the hips, then spread the legs gradually as far as you can, and then try to put the palms of the hands on the ground, the middle between the legs (with great care), (fig. 36). This action cannot well

be performed until the others, previously described, have been performed with diligence, so as to be performed with ease. Then this action can be performed, and that without much difficulty.

Action 54. The hands on the hips ; then run forward on the toes, the knees being kept straight.



Action 55. Fold the hands behind, put the right foot to the right side forward as far as you can, then bend the right knee, and try to touch the ground with the forehead (fig. 31).



Action 56. The feet close, the hands on the hips, then rise on the toes, and jump to the right or left side quite round (fig 32).

Action 57. The same as action 55, only with the left leg.



Action 58. Lift the left foot behind, bend the right knee, lower the body gradually, touch the ground with the left knee, and rise again (fig. 33).



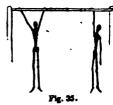
Action 59. This action is performed by two facing each other; each party is to fold the arms, the elbows being kept close to the body, raise the left leg behind, hop on the right leg against one another, and try to bring the other out of his position by a blow with the shoulder, against his shoulder (fig. 34).

Action 60. This is the same as action 51, on the left foot. Action 61. This is the same as action 59, only that the left foot is used to hop upon; the blow is given with the left shoulder.

Having thus noticed the actions to be performed by the individual. unaided by any machine, the next branch of gymnastic exercises

will introduce the reader into exercises in which the gymnast performs certain evolutions by means of a POLE, placed in a horizontal position.

In the first exercises the thumbs are to be on the same side of the pole as the fingers, that is, not grasping the pole as one would a roll of paper; arms straight in a line with the body, so that the power may be more effectually applied to move its weight; the knees are to be kept straight and stiff, unless otherwise expressed.



Action 62. The gymnast is to hang from the pole by one hand; first, by the right, then by the left, six times alternately (fig. 35).

(TO BE CONTINUED.)

#### COUNSELS FOR THE YOUNG.

Never be cast down by trifles. If a spider break his thread twenty times, twenty times will be mend it again. Make up your mind to do a thing, and you will do it. Fear not, if trouble come upon you; keep up your spirit, though the day be a dark one.

Troubles never last for ever: The darkest day will pass away.

If the sun is going down, look up at the stars; if the earth is dark, keep your eyes on heaven. With God's presence and God's promises, a man or a child may be cheerful.

> Never despair when fog's in the air, A sunshiny morning comes without warning.

Mind what you run after. Never be content with a bubble that will burst, or a fire-work that will end in smoke and darkness. Get that which you can keep, and which is worth keeping.

Something sterling, that will stay When gold and silver pass away.

Fight hard against a hasty temper. Anger will come, but resist it stoutly. A spark may set a house on fire. A fit of passion may give you cause to mourn all the days of your life.

He that revenges knows no rest, The meek possess a peaceful breast.

If you have an enemy, act kindly to him, and make him your friend. You may not win him over at once, but try again. Let one kindness be followed by another, till you have accomplished your end. By little and little, great things are completed.

Water falling day by day, Wears the hardest rock away.

And so repeated kindness will soften a heart of stone.

Whatever you do, do it willingly. A boy that is whipped to school never learns his lesson well. A man that is compelled to work, cares not how badly it is performed. He that pulls off his coat cheerfully, strips up his sleeves in earnest, and sings while he works, is the man for me.

A cheerful spirit gets on quick; A grumbler in the mud will stick.

Evil thoughts are worse enemies than lions and tigers; for we can keep out of the way of wild beasts, but bad thoughts win their way everywhere. The cup that is full will hold no more. Keep your head and heart full of good thoughts, that bad thoughts may find no room to enter.

Be on your guard, and strive, and pray, To drive all evil thoughts away.

#### THE BEST WAY IS TO CONFESS YOUR FAULTS.

Ellen and Elizabeth were sisters, and both attended school. One day they started homeward together, at the close of school, both rejoicing that they had not been kept among the delinquents to finish their recitations.

"I am so glad," said Elizabeth, "that I have not missed to-day, and so do not have to stay and get my lessons over."

"So am I, too," exclaimed Ellen, "I did not miss to-day."

"Yes, you missed once in your Geography lesson, for I heard you," said Elizabeth.

"So I did," replied Ellen; "I had forgotten it, and I told the teacher that I had not missed. But it was not right, and I will tell him of my mistake, to-morrow."

True to her promise, Ellen informed her teacher on the next morning of the mistake she had made, and expressed her sorrow

The teacher was pleased with the confession, and commended her much for her frankness; and he not only did this, but forgave her entirely. Then Ellen was made happy, not only by the consciousness of having done right, but by the forgiveness and increased esteem of her kind teacher.

Now, my young friends, can you not learn a good lesson from the conduct of Ellen? Yes, I know you can, and I hope that like her you will frankly acknowledge when you find you have done wrong.

## Miscellaneous.

POWER AND GENTLENESS; OR, THE CATARACT AND THE STREAMLET.

#### BY BERNARD BARTON.

Noble the Mountain Stream. Bursting in grandeur from its vantage-ground; Glory is in its gleam Of brightness;—thunder in its deafening sound!

Mark, how its foamy spray,
Tinged by the sunbeams with reflected dyes,
Mimics the bow of day
Arching in majesty the vaulted skies:—

Thence, in a summer-shower, Steeping the rocks around ;—O! tell me where Could majesty and power
Be clothed in forms more beautifully fair?

Yet lovelier, in my view,
The Streamlet, flowing silently screae;
Traced by the brighter hue,
And livelier growth it gives;—itself unseen!

It flows through flowery meads,
Gladdening the herds which on its margin browse;
Its quiet beauty feeds
The alders that o'ershade it with their boughs.

Gently it murmurs by
The village churchyard:—its low plaintive tone
A dirge-like melody
For worth and beauty modest as its own.

More gaily now it sweeps
By the small school-house, in the sunshine bright;
And o'er the pebbles leaps,
Like happy hearts by holiday made light.

May not its course express, In characters which they who run may read,
The charms of gentleness,
Were but its still small voice allowed to plead?

What are the trophies gained
By power, alone, with all its noise and strife,
a To that meek wreath, unstained,
Won by the charities that gladden life?

Niagara's streams might fail, And human happiness be undisturbed :
But Egypt would turn pale.
Were here still Nile's o'erflowing bounty curbed.

### LITERATURE AND GENERAL EDUCATION AMONG THE CHINESE.

From an interesting series of original papers on "China and the Chinese," published in the Toronto Daily Patriot, we select No. 4 on "the subject of General Education of the Chinese Empire." The writer states that his information is drawn from the most authentic sources.

"Among the Chinese, there is a great readiness to admire every thing of a literary character, and to honor all who possess attainments in letters, whether natives or foreigners. It has been remarked by a modern writer, when speaking of China, that "in attempting to convey a correct idea of its people, we must assign to letters a more prominent place, than if we were treating of any other nation. Literature, which elsewhere only forms a brilliant ornament at the summit of the social edifice, is here the foundation on which the fabric rests; and the whole system of the Empire, is regarded in accordance with the books and maxims of its ancient sages." Knowledge is the only road to power, to wealth, and to greatness. Letters take the place of hereditary mank, aristocracy of wealth, and political compact. All distiction is in the gift of learning, and without it, no eminence can be attained, whatever other facilities may be possessed.

"Their Literature is arranged under three heads. First, that which treats of Heaven. Second, of the Earth. Third, of Man. The first is restricted to Astronomy. The second to Geographical descriptions and delineations. The third is more extensive, including history, architecture, various arte, husbandry, manufacturing, physic, botany and natural history, games, the art of composition, religion, and whatever in their estimation affects the condition of

"They profess to set no value upon abstract science, apart from obvious and immediate utility. Their estimate of all subjects of learning, is determined by their universal application of the principle, to know for what useful purpose the knowledge is to be imparted.

"This peculiar sentiment has greatly lessened the amount of benefit, that their respect for letters might have been expected to confer. Qualifications for degrees and other honours, are considered to consist in the candidate being well versed in what is already known, rather than in discovering any thing new upon the subject; or striking out any new paths in science. Hence while learning is patronized in China, to an extent no where else equalled in the world, in the more vigorous developments of genius and profound acquirements in science, they are left infinitely behind by the more modern nations of Europe and America. It is related by Lord Amherst, who went out to China as British Ambassador in 1815, that "in every village, however small, there was a school, where both reading and writing were taught. Upon entering one of them, the master begged him to sit down. Every thing was remarkably neat and clean, and the room was well ventilated. The day being hot, one of the company was cooling himself with his hat, upon perceiving which, one of the children immediately advanced and presented him with a fan." Such is the considerate and unaffected polite..ess taught and observed among Chinese children. The education of girls, does not engage the same amount of attention that is given to the other sex. This however, is not entirely neglected. Embroidery, painting and music, are favorite accomplishments in a lady's education; and to compose, or write down one's thoughts, in a graceful and perspicuous style, is deemed the highest of all accomplishments, either for a lady or for a gentleman.

"For attaining this accomplishment, their copious language abounds in imagery gathered from the loveliest stores of nature : and striking apothegms furnish the most ample facilities. Perfection in this art they seek to give, by requiring the young student to study carefully the style of the best authors-they are taught by memory and reflection, to make their words, ideas, and pithy sayings their own. In order to this, the habit of attention is insisted upon as of primary importance. One of their maxims warns students against "repeating with the mouth, while the mind is thinking of something else." They are required never to be satisfied with a confused or indistinct understanding of what they learn, but to ask explanations, and incorporate with their own thinkings the sentiments, and apply to their own practice the precepts in which they are instructed. Every other study is merged into that of tasteful composition, and in this they are said to excel all other nations. Even the grace and sweetness of Grecian Literature, are surpassed in the beauties which the Chinese impart to their composition.

"Upon the language of China, the most diverse sentiments have obtained. There is no question that the language of this people is perfectly unique. In the words of Mr. Barrow, "It has no resemblance whatever to any other language living or dead, ancient or modern. It has neither borrowed nor lent any thing to any other nation or people, excepting those who are unquestionably of Chinese origin. The written character is now just as distinct from our Alphabetical arrangement, as it was some thousand of years ago, and the spoken language has not proceeded one step beyond the original, meagre and inflexible monosyllable."

"Every term may be said to be utterly indeclinable—case, gender, number, mood or tense, is unknown in the language, Those inflexions which, to the classic reader, seem essential to the existence of human speech, are, by the genius of their language, entirely dispensed with. Every idea has a distinct character, or a separate sound. There can be no doubt that the written language originated in hieroglyphic representations. This can still be very distinctly traced in the characters which they employ, though they have evidently undergone very considerable modifications, by which their imitative qualities have somewhat disappeared.

"From the earliest times of the Empire, this art has been an object of earnest an anxious study, and their most illustrious Princes have rested their fame upon the post they adorn in its invention and improvement. Their written characters do not express sounds like our own, but objects or ideas. The number of those characters have been variously rated from 54,000 to nearly 300,000. These have been again reduced, by cutting off those that were obselete and incorrect, to 30,000. This vast number of symbols are not however, as might at first seem a confused and undistinguishable mass, amid which the student is bewildefed and lost, but all form one compound of 214 original or simple charactors. These keys, (as they may fairly be called,) represent the grandest and simplest objects of sense; the Sun, Moon, Trees, Man, &c. &c. When complex ideas quality actions, &c., they are expressed by two or more of these characters united, so as to have the appearance of a simple character.

"By acquiring these original elements, knowledge of the language is obtained with very little more labour than is necessary to become acquainted with any other foreign tongue. In a very few years, several Europeans have become profound Chinese scholars.

"Their spoken language is much more defective than their written, furnishing very few facilities for oratory or eloquence. It also varies very much throughout the several Provinces of the Empire. Their chief dependence is upon their written characters. A man of business, instead of announcing the object of his visit, will present a note communicating it. The commands of men in power are conveyed in written placards, borne by the officers charged with their execution. The Counsels of Ministers to the Sovereign, are submitted in written documents. There is little of what is called society, in which men meet to sujoy themselves in familiar intercourse. The most important part of their visits consists in the interchange of cards announcing, accepting, and returning compliments. Speech is considered altogether a secondary and subordinate mode of communication."

## OXFORD UNIVERSITY COMMISSION.

The public have been presented with a folio Blue-book of 770 pages, affording a curious insight into the working of our academical system of education at Oxford. Considerable pains have been taken to give an account of the customs and laws introduced by Archbishop Laud, when Chancellor of the University in 1680, as it is owing mainly to the more or less rigid observance of these, without regard to the necessities of the times, that a reform is needed. It might have been all very proper in the time of the Charleses that the curator of the University Museum should "neither be a clergyman nor a married man, nor a Fellow of the Royal Society nor of the Society of Antiquaries, nor possess a higher degree than that of M.A. or B.C.L.," when the natural and physical sciences were looked upon with suspicion or incredulity, and a Professorship of Alchemy would have been more tolerated than one of Geology. Why all members of the University that come under this category should in the present day be excluded from the curatorship of the Ashmolean Museum, it would be idle to argue.

The chief points to which the attention of the Commission has been directed, are the State, Discipline, and Studies of the University, and the plan adopted for obtaining evidence has not been by oral examination, but by the issue of printed questions. The great majority of the Professors have responded to these with zeal and ability, but the Governing Body, headed by the Vice-Chancellor, withheld the information sought from them, for the sake of disputing the legality of the Commission.

We shall advert in the present article merely to the studies of the University, as concerns the Professoriate, the Libraries, and Museums. A number of Professorships existed in the time of Laud. There were chairs of Divinity, Hebrew, Greek, Medicine, Civil Law, Astronomy, Geometry, Moral Philosophy, Ancient History, Music, and Arabic; and to these have been added from time to time Professorships of Poetry, Modern History, Botany and Rural Economy, and others; but in many instances the lectures have been delivered almost in dumb show, for want of sufficient inducement or coercion for the students to attend them.

The greatest neglect has occurred in the natural and physical sciences. "The students," says the report, "have no motive whatever supplied by the University to induce them to study physiology, chemistry, and the other natural sciences, and under such circumstances the teaching of the ablest Professors would be unable to secure a permanent audience." In consequence of the lamented indisposition of Dr. Buckland, Professor of Geology, Mr. Strickland was deputed by the Vice-Chancellor and Rectors in 1850 to deliver the usual course of fourteen lectures. The number of pupils who attended was seven! "Having occasionally been present," says Mr. Strickland in his evidence, "at the lectures delivered by Dr. Buckland himself between 1845 and 1848, I have reason to believe that the attendance during those years did not usually exceed six or seven pupils." Of the importance of the studies of natural and physical science there is ample evidence to show. "I have seen," says Mr. Lowe, " in Australia, Oxford men placed in positions in which they had reason bitterly to regret that their costly education, while making them intimately acquainted with remote events and distant nations, had left them in utter ignorance of the laws of nature, and placed them under immense disadvantages in that struggle with her which they had to maintain." The following is the Commissioners' proposal for a new arrangement of the Professoriate:-

#### NEW ARRANGEMENT OF THE PROPESSORIAL STAFF.

"The number of new Professorships required, and the increase needed in each department, may best be considered in relation to the several Schools into which it has been proposed to divide the higher Studies of the University. The Professors in each of these Schools may, for this purpose, be conveniently distributed into distinct Boards, called by the same name.

"1. Theology.—The Board of Theology, consists of six Professors, including the Chair of Hebrew, is sufficiently provided for in numbers, in distribution, and, it may be added, in endowment.

"2. Philosophy and Philology.—The Board of Mental Philosophy and Philology may best be considered in reference to the two departments into which we have recommended that it should be divided. (1.) The School of Mental Philosophy is at present 'very inadequately represented by a Professor of Moral Philosophy (elected for five years only), a Professor of Aristotelian Logic, and a Professor of Poetry' (also elected for a term of five years.) One or more additional Professorships are needed to carry on the researches of Moral and Mental Science, in a manner worthy of the University of Locke and Butler. (2.) The School of Philology would include Classical, Oriental, and Modern languages, and would be represented by the existing Chairs of Greek, of Sanscrit, of Arabic, and of 'the European Languages.' None of these Professorships (with the exception of the Sanscrit) are 'adequately endowed.

"3. Jurisprudence and History.—The Board of Jurisprudence and History would comprise the Regius Professor of Civil Law and the Vinerian Professor of Common Law, together with the Camden Professor of Ancient History, the Regius Professor of Modern History, and the Professor of Political Economy. It is most desirable that there should be, at least, two Professors in the wide field of Modern History, one for the History of England only. The creation of a second Chair might, however, be postponed till it was seen whether there was sufficient demand for the teaching to justify the outlay. Provision should also be made for Lectures on International Law. None of the existing Professorships are properly endowed, except perhaps that of Civil Law.

"4. Mathematical and Physical Science.—The Board of Mathematical and Physical Science must be considered, like the Second Board, in reference to its two departments. (1.) The School of Mathematical Science would be under the charge of two Savilian Professors of Geometry and Astronomy. That these two Chairs are inadequately endowed, and that lapse of time and change of circumstances, have set the letter and the spirit of the Founder's



will completely at variance. Of this we shall say more presently, To these Professors should be added a Teacher of the Mathematical Laws which regulate the phenomena of external Nature, commonly called Mixed or Applied Mathematics. This department might be assigned to the Sedleian Professorship of Natural Philosophy, which is also very insufficiently endowed. (2.) For the School of Physical Science there are already a large number of Professors; but almost all of them are inadequately endowed, considering the work which will be required of them, if these Studies are (as we expect they will be) extensively pursued. The present Professors are: the Regius Professor of Medicine, who, by the will of the Founders, also holds the two Lectureships of Anatomy; two other Professors of Medicine, the Professors of Experimental Philosophy, Chemistry, Botany, Geology, and Mineralogy."

#### THE LIBRARIES.

The University is rich in Libraries, but they are falling much into disuse for want of new publications. In March, 1845, a strong official appeal, signed by the Vice-Chancellor, Professors, and Heads of Colleges, was made to the Trustees of the Radcliffe Library for the addition of some much-needed works on Medicine, Zoology, and Botany. The Trustees briefly answered that they could not comply with the request contained in the memorial.

- "Amongst the incentives and means of Study at Oxford must be mentioned the Libraries and Museums connected with the University. We will first consider the Libraries.
- "1. The most important Library in Oxford is that founded by Sir Thomas Bodley in 1600. The Statutes which regulate this great institution are printed at length in the Appendix to the Statutes of the University: their substance is given in the Oxford Calendar. It is therefore sufficient here to observe, that the Library is entirely under the control of the University, which can, by an express provision of the Statutes, alter the original regulations to any extent.
- "2. The Radcliffe Library was founded by Dr. Radcliffe in 1718, and opened publicly in 1749. It does not, strictly speaking, belong to the University, as it is under the control of the Trustees of Dr. Radcliffe's estate. But if we are to judge from his other acts of munificence to the University, and from the site which Dr. Radcliffe selected in the midst of University buildings, there can be little doubt that he contemplated his Library as a bequest to the University of Oxford. This was the view taken by his Trustees on the completion of the Library, on which occasion 'the Duke of Beaufort, on behalf of himself and the other Trustees, formally delivered the key to the Vice-Chancellor for the use of the University;' and in this light it has virtually been considered ever since. It has been appropriated to the reception of books on Medicine and Natural History.
- "The remaining public Libraries in Oxford are of less importance, and of some even the existence is not generally known. They are:—
- "1. The Ashmolean Library, including the collections of Ashmole, Wood, and Lister. Of this collection an excellent catalogue, prepared by Mr. Kirtland, has laid in manuscript for some years.
- "2. A small collection of Books on Natural History, presented by Mr. P. B. Duncan and others to the Ashmolean Museum.
- "3. The Library of the Taylor Institution, for Foreign Literature.
- "4. The Library of Natural History, recently presented by the Rev. F. W. Hope.
- "5. A small collection of books, chiefly presented by the Rev. J. J. Conybeare, attached to the Geological Museum.
  - "6. The Sibthorpian Library, attached to the Botanic Garden.
- "7. The Savilian Library, which chiefly consists of books left by Sir Henry Savile, Dr. Wallis, and Sir Christopher Wren.
- "To these may be added (though properly speaking they are Private Libraries):—
  - "8. The Library attached to the Anatomy School at Christchurch.
  - "9. The Library of the Radeliffe Observatory.
- "Mention must also be made of the Libraries attached to each College. These Libraries vary exceedingly in value. Some are of great extent. Amongst the most important may be named those

of Christchurch, Queen's, All Souls, and Exetor. They are usually confined to members of the College to which they belong. But, in some instances, the Fellows of the Collego, with great liberality, allow the members of other Colleges not only to have access to the Libraries, but to take the books out. Such is the care, especially with Exeter College. There are also two Libraries which, though not strictly belonging to the University, belong to Societies connected with it. Those are the Library of the Union Debating Society, which is in extensive use amongst the senior as well as the junior members of the University, and a small scientific Library of reference attached to the Ashmolean Society."

The Bodlejan Library, like the University typically, is strikingly deficient in works on natural and physical science. Out of 2,419 zoological publications enumerated in Mr. Strickland's own private manuscript list, the Radoliffe Library possesses 954, the Bodleian po-sesses only 478, and yet there are 202 of those in the Bodleian not in the Radoliffe.

#### MUSRUMS.

The restriction existing in the election of a curator to the Ashmolean Museum, already quoted as a curious instance of the tenacity with which time-honoured laws and statutes are adhered to, will of itself account in great measure for the inefficiency of the University Museum.

- "The Museums of Oxford are far inferior to its Libraries. They are :---
- "1. The Ashmolean Museum, built by the University, in 1679-83. 'It is,' says Mr. Maskelyn, 'rendered classical by the circumstance that it is a standing monument of the vigour of the Students of natural knowledge, who then held their meetings in Oxford, under the name of the Philosophical Society, the embryo of the Royal Society.' It consists of a laboratory, of apartments for the keeper, now occupied by the Deputy-Reader in Mineralogy, and of a small Museum of natural and artificial Curiosities,' bequeathed to Ashmole.
- "2. Geological and Minerological Collections begun by Dr. Lloyd, from 1690 to 1709, and increased in later years by Dr. Simons, Dr. Conybeare, but, above all, Dr. Buckland. 'Two rooms in the Clarendon building, with two attics above, are assigned for the Geological Museum—a space wholly inadequate to do justice to the splendid collection amassed by the zeal and liberality of Dr. Buckland.
- "3. The Botanic Garden, established by the Earl of Danby in 1632. The endowment for keeping up the gardens and conservatories, owing principally to the neglected state in which the garden was when it came into the hands of the present liberal Professor (Dr. Daubeny) has never yet proved adequate to meet the expenses.
- "4. The Anatomical School attached to Dr. Lee's Readership in Christchurch. It is therefore more a Collegiate than a University collection.
- "5. The Radeliff's Observatory. This is entirely under the control of the Radeliffe Trustees, and therefore not a University institution.
- 6. Savilian Observatory, for the purposes of instruction, has, at the request of the present Savilian Professor of Astronomy, been fitted up at the expense of the University in a small room erected on the roof of his house.
- "7. The Laboratory is fitted up in a a part of the Ashmolean Museum.
- "8. The University Galleries, for works of Art, built lately at the expense of the University, with the aid of a small bequest from Dr. Randolph.
- "Lecture Rooms.—It may here be added that the Lecture-rooms belonging to the University are few in number, that they are not provided with desks and other requisites for Students, and that only two are capable of holding more than one hundred persons. When the audiences are larger than these rooms can accommodate, the Lectures are given either in the Theatre, or the Hall of the College to which the Professor happens to belong.
- "Proposed Museum.—In consequence of the confessed deficiency in these respects the governing body of the University have for some time past meditated the building of a Museum on a large scale for the increased accommodation of the specimens and other



objects of interest connected with Physical Science, which the University at present possesses or may hereafter possess, as well as for Lecture-rooms in this and other departments of knowledge. A grant of £30,000 was proposed for this purpose in 1851 from the funds of the University Press, but it did not pass Convocation.

"The following Letter from Professor Liebig has been put into our hands. It will show the opinion of that eminent person on two points, which we have discussed in the former pages, namely, on the use of certain of the Physical Sciences as branches of Elementary Education, and on the necessity of good Examinations for giving effect to scademical instruction:—

### "'GIESSEN, 2nd December, 1851.

"'It is not possible for me at this moment to give you an explicit answer to the question you propose, and to give full reasons for my opinion. That it is a requirement of our times to incorporate the Natural Sciences, as means of Education, into the University Course, is not, perhaps, doubted anywhere except in England; but there is only one way to promote the effectual study of the Natural Sciences, and that is to introduce them as subjects of University Examination. Without Examination, all efforts are useless, and no scheme of instruction has any perceptible effect.

"I am supported in my assertion by an experience of twenty-seven years, and I can assure you that, even among our Medical Students, the study of Natural Philosophy, of Chemistry, of Zoology, was utterly neglected, until we determined to divide the Examination of these Students into two, namely, a previous Examination in the Natural Sciences, and a second Examination in them, proper to the Medical department. When I assure you that for twenty years no Medical Student at Giessen visited the Laboratory, this is a full and sufficient proof of what I say. But immediately after the Examination was introduced.... the Students pursued their studies with zeal and ardour. I repeat it—if no Examination is introduced, the best schemes will fail, and will produce no effect; introduce the Examination, and all the rest follows of itself."

The Commissioners recommend that a Great Museum should be built for all departments of Physical Science, with proper Lecture Rooms, Laboratories, and apparatus for Lectures, and that the Curators of the Museum should be Professors of Physical Science.

—London Literary Gazette.

## ERRORS IN RESPECT TO SCHOOLS CORRECTED. NO. 3.

(By the Rev. Dr. Sears, Secretary of the Massachusetts Board of Education in his last Annual Report.)

Another very general defect in the teaching given in our Public Schools is that of treating the mind of a child too much like that of an adult. Those powers which are but just beginning to manifest themselves, and which are of course in a state of infantile weakness, are overtasked, while others, which are comparatively mature and require activity, are neglected. The faculties of the mind ought to be developed according to organic laws. The process best fitted to accomplish that object is of so delicate a nature, and is so dependent on a knowledge of the juvenile mind and the laws of its growth, that few teachers know how to conduct it skilfully. Though the mind exists as a whole, and is consequently to be treated as such in education, and not as a mechanism which can be construed or altered part by part, there are certain periods in the history of each when it undergoes important changes, and in the successive changes through which it passes, different faculties or powers of the mind, as they are commonly termed, are more or less in the ascendancy. During several of the earliest years of childhood, the animal nature so predominates over the rational, that the understanding acts mainly in connection with the senses and animal passions. The child is then without fixed principles or settled habits. It has not thought connectedly enough, nor sufficiently compared its ideas, to generalize its knowledge; nor has it performed or repeated similar acts in sufficient number to form permanent habits. Its preceptions and thoughts stand in a great measure spart from each other, and are designed chiefly as a collection of materials for future use. Individual preceptions of various character, with slight, brief and desultory exercises of the understanding, characterize the intellectual activity of this period. The mind is, at the same time, more highly sensitive and more susceptible of impressions than at any other age, These facts would seem to indicate the kind of training it then needs. Education in its widest sense commences as soon as one is born. From that time till the school-going age, which with most children does not properly begin till they are six years old, the freedom and activity natural to childhood may better be accorded to it than denied. The physical constitution, whose vigor is so intimately connected with that of the mind, and which comes first in the order of nature, requires a great amount of unre-stricted exercise in the open air. The confinement of the schoolroom not only preys upon the animal life and spirits of the child, but interrupts that inquisitive notice of external objects to which nature prompts it. The free exercise of the perceptive faculties at this period does more to produce strength and individuality of character than all the set lessons which could be given in the schools. The truth of the remark now made is confirmed by the early history of distinguished men as given by their biographers. Disinclined to school exercises, but admirers of nature, they have been known to stroll through the fi-lds and woods, often lying upon the grass and gazing upon some beautiful landscape, while others were sitting on the bench waiting by the hour to say their alphabet. Almost every line in our best writers shows that their childhood was spent in studying nature's golden alphabet, written in the sky, in the flowery field, in the grove, and in the plumage of its gay songsters. The wants of the mind, as felt by a young child, are a much safer guide to knowledge than any artificial system of mental exercise devised by the teacher. Providence has cared for that better than we can do. Such a knowledge of the objects of nature as the curiosity of a child prompts him to seek, and the mental activity produced by the companionship of other children, together with the influences of home, furnish the best kind of education for the young. The joyfulness of a life thus spent when all the instincts of nature have free play, and evil only is restrained, contributes much to that sprightliness, elasticity and vigor which ought to characterize the young. No period of life is more prolific than this in useful knowledge, if it be not unduly curtailed by injudicious parents and teach-That course which has here been vindicated for the period of early childhood ought to be gradually changed, so that it may continue in part to later years. Indeed, a school education begins long before the above named propensities sensibly abate, and for this reason the transition from one mode of mental activity to another, entirely diverse in its character, should not be sudden. But to this topic I shall have occasion to recur in another connection.

Next comes the period for acquiring elementary knowledge, when the imagination and memory are to be exercised vigorously, and the understanding in that moderate degree which its powers admit. It is here that the greatest error is committed in regard to the mode of instruction. It consists in the neglect of the imagination, which is the chief faculty to be employed in the earlier processes of education, and in the overworking of the understanding by forcing upon it exercises altogether above its strength. Of the exclusive use of verbal memory, and its evil consequences, I have already spoken. By means of the imagination a middle ground can be occupied between the perception of objects through the senses, and the contemplation of abstract principles. Such an intermediate process is necessary to the most perfect development of the mind. In the common District School, it is the most important feature to be given to education. The real objects which have been formerly observed are no longer present. They must be brought before the mind, if brought at all, by the imagination. Other objects there are, which have never been observed. These must be presented to the mind by pictorial representation, or description, so that a distinct conception can be formed of them. The language of books, as used in the school, is designed to call forth images of things, of their qualities and their relations. It is only by the effort of the mind that these can be conceived, when the words by which they are designated are addressed to the eye or to the ear. Facts, and their relations and connections, constitute the greater part of what is communicated by instruction in the elementary schools. They cannot be vividly and truly apprehended but by the aid of the imagination. The time has not yet come, when the reasoning powers of the pupil can be employed in a very high degree. At some future time the great principles illustrated by these facts may be eliminated, and the facts themselves dismissed and forgotten. But at the time now contemplated, the knowledge of the facts, and the ability to classify and remember them as materials for future reflection, are the immediate object of pursuit.



Things may now be arranged in the mind according to the order in which they actually exist. The imagination is to associate and organize them. The stricter classifications of science, founded on analysis, must be reserved for a more advanced stage of study. What is here contended for, is not the exclusive use of any one faculty during a particular period, but the exercise of each in proportion to its degree of development. They may all begin to act nearly at the same time, but they do not all advance with equal pace. They may all need to be employed whenever any one of them is employed, but not in the same degree. The understanding is slow in its growth, and is the latest of the faculties in reaching its maturity. Its exercises are therefore to be more nicely graduated through the whole period of study. It is first a small rill, and gradually expands till it becomes a broad stream. It is to be incorporated more and more with the acts of the memory and imagination till it shall become the ruling faculty.

#### THE SWEET INFLUENCES OF A GARDEN.

The following beautiful passage, says the Western Recorder, we copy from an Agricultural address, recently delivered before the Lewis County (N. Y.) Agricultural Society, by Caleb Lyon the poet. "Permit me," said the speaker, "to call your attention to a subject intimately connected with the comfort of your own home. I would ask in what manner an acre of ground in the common course of cultivation, can so well be employed as in a garden, or who deserves to have life's path strewed with fruits and flowers more than the farmer? All our vegetables were originally acclimated here, and Homer, who composed his great poem the Iliad, five hundred years before Cadmus brought letters into Greece, making Laertes describe, in glowing colours, the bright associations that are clustered about this truest cradle of agriculture. Here it was that Plato discussed, eve sinned, Josus prayed. The Chinese have floating gardens, the Persians hanging gardens, the Arabians fountain gardens, but ours are household gardens-and often life's happiest moments may be in the memory of the flower plucked from thence to adorn a bridal, or grace a bier." Adam was a farmer, while yet in Paradise, and after his fall, was commanded to earn his bread by the sweat of his brow. Job, the honest, upright, and patient, was a farmer, and his stern education has passed into a proverb. Socrates was a farmer, and wedded to his calling the glory of his immortal philosophy. St. Luke was a farmer, and divides with Prometheus the honour of subjecting the ox for the use of man. Cincinnatus was a farmer, and the noblest Roman of them all. Burns was a farmer, and the muse found him at his plough, and filled his soul with poetry. Washington was a farmer, and retired, from the highest earthly station to enjoy the quiet of rural life, and present to the world its sublimest spectacle of human greatness. To these names may be added a host of others who sought peace and repose in the cultivation of their mother earth. The enthusiastic Lafayette, the stedfast Pickering, the scholastic Jefferson, the fiery Randolph-all found an Eldorado of consolation from life's cares and troubles in the green fields and verdant lawns that surrounded their homestead."

#### IDEAS OF FEMALE BEAUTY.

The ladies of Arabia stain their fingers and toes red, their eyebrows black, and their lips blue. In Persia, they paint a black streak around the eyes, and ornament their faces with various figures. The Japanese women gild their teeth, and those of the Indies paint them red. The row of teeth must be dyed black to be beautiful in The Hottentot women paint the entire body in compartments of red and black. In Greenland, the women colour their faces with blue and yellow, and they frequently tattoo their bodies by saturating threads in soot, inserting them beneath the skin, and then drawing them through. Hindoo females, when they wish to appear particularly lovely, smear themselves with a mixture of saffron, turmeric and grease. In nearly all the islands of the Pacific and Indian Oceans, the women, as well as the men, tattoo a great variety of figures on the face, the lips, the tongue, and the whole body. In New Holland they cut themselves with shells, and by keeping open the wounds a long time, form deep scars in the flesh, which they deem highly ornamental. And another singular addition is made to their beauty by taking off in infancy, the little finger of the left hand, at the second joint. In Persia, an aquiline nose was often thought worthy of the crown; but the Sumatran mother

carefully flattened the nose of her daughter. Among some of the savage tribes of Oregon, and also in Sumatra and Arracan, continual pressure is applied to the skull, in order to flatten it, and thus give it a new beauty. The modern Persians have a strong aversion to red hair; the Turks, on the contrary are warm admirers of it. In China, small round eyes are liked; and the girls are continually plucking their eyebrows, that they may be thin and long. But the great beauty of a Chinese lady is her feet, which, in childhood are so compressed by bandages, as effectually to prevent any further increase in size. The four smaller toes are turned under the foot, to the sole of which they firmly adhere; and the poor girl not only endures much pain, but becomes a cripple for life. Another mark of beauty, consists in finger nails so long, that casings of bamboo are necessary to preserve them from injury. A:1 African beauty must have small eyes, thick lips, a large flat nose, and a skin beautifully black. In New Guinea, the nose is perforated, and a large piece of wood or bone inserted. On the north-west coast of America, an incision, more than two inches in length is made in the lower lip, and then filled with a wooden plug. In Guinna, the lips are pierced with thorns, the heads being inside the mouth and the point resting on the chin. The Tunisian woman, of modern pretensions to beauty, needs a slave under each arm to support her when she walks, and a perfect belle carries flesh enough to load down a camel.

#### THE CHANCES OF LIFE.

Among the interesting facts developed by the recent census, are some in relation to the laws that govern life and death. They are based upon returns from the State of Maryland; and a comparison with previous ones. The calculation it is unnecessary to explain, but the result is a table from which we gather the following illustration:--10,268 infants are born on the same day and enter upon life simultaneously. Of these 1,243 never reach the anniversary of their birth; 9,025 commence the second year; but the proportion of-deaths still continues so great, that at the end of the third only 8,183, or about four-fifths of the original number, survive. But during the fourth year the system seems to acquire more strength, and the number of deaths rapidly decreases. It goes on decreasing until twenty-one, the commencement of maturity and the period of highest health. 7,134 enter upon the activities and responsibilities of life-more than two-thirds of the original number. Thirty-five comes, the meridian of manhood, 6,302 have reached it. Twenty years more, and the ranks are thinned. Only 4,727, or less than half of those who entered life fifty-five years ago, are left. And now death comes more frequently. Every year the ratio of mortality steadily increases, and at seventy there are not a thousand survivors. A scattered few live on to the close of the century, and at the age of one hundred and six the drama is ended; the last man is dead .- Albany Journal.

#### THE VALUE OF FIVE MINUTES.

In another place he finds a man idling. You can soon see, that of all spectacles this is the one least to his mind. "If you waste five minutes yourself, you lead some one else to waste five minutes, and that makes ten. If a third follow your example, that makes a quarter of an hour. Now there are about one hundred and eighty of us here; and if every one wasted five minutes in a day, what would it come to? Let me see. Why it would be fifteen hours and fifteen hours a day would be ninety hours—about eight days' working time, in a week; and in a year would be four hundred days. Do you think we could ever stand such waste as that?' The poor loiterer was utterly confounded. He had no idea of oating up fifteen hours, much less four hundred days of his good employer's, and he never saw before how fast five minutes could be multiplied.—The Successful Merchant, by the Rev. W. Arthur, A.M.

#### FRUITS OF GOOD COMPANY.

It is an authentic anecdote of the late Dr. Nathaniel Bowdich, that when, at the age of twenty-one years, he sailed on an East Indian voyage, he took pains to instruct the crew of the ship in the art of navigation. Every sailor on board during that voyage, became afterwards a captain of a ship. Such are the natural consequences of associating with a man whose mind is intent upon useful knowledge, and whose actions are born of benevolence.

#### TALENT AND GENIUS.

There is a marked distinction between men of genius, and men simply of talent. Talent repeats; genius creates. Talent is a cistern, genius is a fountain. Talent deals with the actual, with discovered and realized truths, analyzing, arranging, combining, applying positive knowledge, and in action looking to precedents. Genius deals with the possible, creates new combinations, discovers new laws, and acts from insight into principles. Talent jogs to conclusions, to which genius takes giant leaps. Talent accumulates knowledge, and has it packed up in the memory; genius assimilates it with its own substance, grows with every new accession, and converts knowledge into power.— The Student.

PARENTAL TEACHING.—If parents would not trust a child upon the back of a wild horse without bit or bridle, let them not permit him to go forth unskilled in self-government. If a child is passionate, teach him by gentle means to curb his temper. If he is greedy, cultivate liberality in him. If he is selfish, promote generosity. If he is sulky, charm him out of it by encouraging frankness and good humor. If he is insolent, accustom him to exertion, and train him so as to perform even onerous duties with alacrity. If pride comes in to make his obedience reluctant, subdue him, either by counsel or discipline. In short, give your children the habit of overcoming their besetting sins. Let them acquire from experience that confidence in themselves which gives security to the practised horseman, even on the back of high strung steed, and they will triumph over the difficulties and dangers which beset them in the path of life.

Kindness in Little Thines.—The sunshine of life is made up all the time. In the nursery, on the play ground, and in the achool, there is room all the time, for little acts of kindness that cost nothing, but are worth more than gold or silver. To give up something, where giving up will prevent unhappiness—to yield where persisting will chafe and fret others—to go little around rather than come against another—to take an ill word or a cross look quietly, rather than resent or return it—these are the ways in which clouds and storms are kept off and a pleasant and steady sun shine secured, even in very humble homes, and among very poor people, as well as in families of higher stations.

PUBLIC SPEAKING FAVORABLE TO HEALTH .- The celebrated Cuvier, when a young man, was consumptive; but on being elected a professor, and having to exercise his lungs, he threw off its tendency. Dr. Thomas Brown, the moral philosopher and metaphysician, delayed the progress of consumption for many years by the act of public speaking. Talking was not enough; for it did not ensure the filling of the lungs to the same extent, so as probably to change the blood and purify it. He earnestly recommended to his hearers that they should become public speakers, and they would be benefitting themselves physically if they endeavored in this way to communicate what they knew, and instruct their fellow men. To this cause it was owing, that those clergymen who certainly had not much duty enjoyed such good health; and young expectants no doubt, were sometimes disappointed, as well as astonished, to find how long some old incumbents would live. Almost all our great singers attained a good old age. Braham is now 70; Cecilia Davis reached 72. Laughing, too, was a good thing, when not excessive, as it expanded the chest, increased the circulation, and benefitted the health. Hence the popular adage, "Laugh and grow fat." Mirth and activity should not be repressed; yet how common it was to hear good mothers say to their children when playing about, "My dear what a noise you make? You may play as you like, but don't make a noise." Why it was the very noise in which the delight of the play consisted; and on this injunction the child tried to sit still but could not, it was irksome to him; he sulked, cried, and was punished for being naughty, though he merely obeyed the prompting within him, to exercise his lungs in shouting, and his hands in drumming and making all sorts of noises. Let parents remember, that whatever tends to procure and secure a free circulation of blood through the lungs tends to give general health .- Dr. Epps's Lectures.

Giving children themes to write upon is like straining juice out of unripe fruit.—Milton.



[OFFICIAL.]

Circular to Treasurers of Counties, Cities, Towns, and Incorporated Villages, on the payment of the Legislative School Grant for the current year.

DEPARTMENT OF PUBLIC INSTRUCTION FOR UPPER CANADA.

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I have the honour to intimate that for the convenience of the public, His Excellency the Governor General has been pleased to direct that hereafter the Legislative School Grant shall be payable by this Department, Toronto, instead of at the office of the Honourable the Receiver General, Quebec.

I enclose herewith a blank Power of Attorney, to be signed by you in duplicate and returned to this office, authorizing some person in this city to receive and acquit on your behalf the amount apportioned by me from the Legislative School Grant, appropriated to Upper Canada in behalf of the Common Schools in your Municipality, and payable this day, as directed by his Excellency the Governor General.

I have the honour to be,
Sir,
Your obedient Servant,
E. RYERSON.

Education Office, Toronto, 1st July, 1852.

Official Circular to Local Superintendents of Schools on the mode of apportioning Schools for the year 1852; and other matters.

Sin,—I have the honor to inform you that I have this day notified your County Treasurer that the apportionment of the Legislative School Grant will be payable hereafter at the office of this Department, Toronto, instead of at the office of the Honorable the Receiver General, Quebec.

The amounts apportioned to the several Townships in your County will be paid as above intimated, as soon as your County Clerk shall have transmitted to this office a certified abstract of the school accounts ot such Township as required by the 5th clause of the 27th section of the School Act, and provided that it shall appear from such abstract, that the provisions of the law have been complied with by each Township. For it must be distinctly understood, after my repeated intimations on the subject, that although apportioned, no part of the Legislative School Fund will be paid to any Township in Upper Canada in which the requirements of the School Act have not been observed in regard both to the financial and general provisions of the law.

On receipt of the notification by you, from the County Clerk, of the amount apportioned to your Township, you will proceed to distribute the same, as authorised by law, "among the several school sections entitled to receive it, according to the average attendance of pupils attending each common school, (the mean attendance of pupils for both summer and winter being taken,) as compared with the whole average number of pupils attending the common schools of such Township."

As previously intimated, you will take the average attendance of pupils at the school for last year as the basis for distributing the Legislative grant part of the school fund for the current year. Should any inequalities occur in this moderof distribution, the matter can be made a subject of consultation and suggestion at the school conventions which I hope (D. V.) to attend in the several counties of the province this autumn, with a view to its equalization, for the distribution of the municipal assessment part of the school fund at the end of the year.

In apportioning to new school sections you will take the average attendance of pupils for the first half year, as the basis of distribution of the Legislative grant part of the school fund; the distribution of the assessment part of the School Fund can be made upon the average attendance returns of the last half year, or otherwise, as may hereafter be determined.

As to the term "average attendance," I may here repeat the suggestions which I made on the subject in my circular of the 28th June, 1851, as follows:—

"The second question which has been proposed by several local superintendents, relates to the mode of apportionment where the average
attendance of pupils, and not school population, is made the basis of apportionment to the several school sections of a township. To ascertain the
average attendance of pupils at a school for a given period, involves no
difficulty; but I amasked, how the 'mean attendance of winter and summer
is to be obtained?' In answer, that in the directions which have accompanied the blank forms of trustees' reports during the last two or three
years, it is stated that 'the term summer in the report is intended to include
the half year commencing in April and ending in September, and the term
winter the half year commencing in October and ending in March; 'or in
other words, the summer part of the school year commences in the spring,
and the winter part in the autumn. Should the 'average winter attendance'
of pupils in a school section be 50, and should there be no school in such section during the summer, the 'mean attendance of pupils in winter and
summer' in such section would be 25; but should there be a school in such
section during the summer, and the average attendance be forty, then the
mean attendance of fifty in the winter and forty in the summer, would be
forty-five."

In taking this average attendance as the basis of apportionment, you will, of course, omit so far as your information extends those pupils who may have attended from other sections. If they do not attend sehool in their own section, their numbers cannot be included in the returns upon which the distribution shall be based; as it is at variance with a principle of the school law that children should go into another section to obtain that education which the law requires to be provided in their own.

In regard to the difficulty of distributing the school fund equitably among union sections, I have given the subject a good deal of consideration. Viewed however, in any aspect, it still presents several obstacles to our arriving at a satisfactory settlement of the question. It is one which will very appropriately form a topic of remark and consultation at the contemplated school conventions next autumn. In the mean time, I would recommend the local Superintendents of adjoining Townships from which union sections are formed to meet and determine among themselves the sum or sums which shall be, payable from the Legislative apportionment and assessment parts of the school fund of each Township concerned, in support of each union school; and also determine the manner in which such sum or sums shall be paid-due notice being given to the Trustees and local Treasurer. In case of a disagreement on the subject on the part of the local Superintendents concerned, a joint statement of the case can be submitted to this Department for final decision. But I expect you will have little difficulty on this point, as the school grant is apportioned the current year according to the general population returns of the Province as reported by the census commissioners and not according to the school population returns contained in the local Superintendents annual reports.

These remarks on the modes of apportioning the school moneys will, I hope, be sufficient to guide you in performing this part of your duty the current year. And I trust that my official engagements will not prevent me from conferring with you the ensuing autumn, upon this and other important subjects connected with the efficient working of our school system.

I have the honor to be, Sir,

Your obedient Servant, E. Ryerson.

Education Office, 1st July, 1852.

### CONCLUDING LECTURE ON FREE SCHOOLS.

BY THE REV. JOHN ARMOUR.

To the Editor of the Journal of Education for Upper Canada.

SIR,—I have sent you the conclusion of my Lecture on Free Schools. I thank you for the kindness done me, in admitting my plain and simple remarks into your valuable periodical.

I have the honor to be, Sir,
Your obedient Servant,
JOHN ARMOUR.

Port Sarnis, 21st June, 1852.

My Friends:—We will notice a fifth argument in behalf of Free Schools; viz., that this system will be likely to ensure the greatest amount of good and thorough teaching. Under the rate-bill system, we find in this section of the country that our common schools have been very feebly supported. This has arisen from the fact, that a large minority have given them no support. The consequence is, that it has become burdensome on those who took any interest in carrying on the school. The schoolmaster has been of course so miserably remunerated for his labour, that men of ability and of respectable character have shunned the avocation. The suitable and certain endowment of the school would no doubt exert a very happy influence upon the profession. Teachers having taste and talent for the office would be found ready to fulfil its duties, and rise in high professional attainment. And with our Normal School training, and improved modes of teaching and spirit infused, we would augur much for our educational establishment of Upper Canada.

The power which a well trained and efficient teacher possesses, of infusing his own spirit into his pupils, no one can calculate; and on the other hand, the damage which a badly qualified teacher, and one who has neither taste nor heart for its duties, does to the rising generation, is incalculable. Literary acquirement, and successful effort, with respectability of moral and religious character, casts around a teacher a personal influence of vast importance. It will give him a power over the minds and wills of his scholars, and their parents, such as will ensure success in the sphere of his operations. His own literary turn of mind and taste for improvement will be infused generally into all around him. In order to raise the order and attainments of teachers, we would say, pay them well. To pay a teacher of known character well, is not a waste of money, as some may suppose. There will be a return for it in the obedience, the good manners and thrift of your children. They will become imbued, not merely in the mechanical acquirements of reading, writing, &c., but in their intelligence and habite, which are infinitely of more value than gold. He will greatly tend to mould their characters, and to fit them to occupy useful and honourable stations in society. Thus, what is gained in this manner by your children will follow them through life, and even the impress of this same teaching may be felt and seen in after generations.

Under the free school system, teachers would be both better salaried and more regularly paid. The result of this would be much higher attainment in the profession of teaching, and much more progress in acquirement among the rising generation. All of which we deem an important argument for the establishment of free schools throughout our land.

A sixth and last argument for free schools, is, that this system is the most probable method to accomplish the universal education of our land in particular, and of mankind as a whole. In the education of the masses, it is necessary that every obstruction be removed to the attendance of all in these sanctuaries of learning; at the same time, every resonable inducement should be held out for the accommodation of all. Let the schoolhouse be comfortably built, well furnished, ventilated, &c., and large enough for all. Let a properly educated and competent teacher be placed over each sectional school; and then, let it be opened to all in each particular section. Then have we as a people done what we can to put within the reach of all an opportunity of obtaining education. Then the poor and the rich may meet together, as one common brotherhood, and be moulded and formed in the same common social mould. These objects cannot be accomplished, we apprehend, only on the free school plan.

Under the rate-bill system, the poor man withholds his children,



because he is not able to pay the heavy account; and the rich did the same, because of the mean schoolhouse, and the defective system of teaching. In both these cases, the common school has been immensely injured. The free school system will raise better schoolhouses, provide abler teachers, and open the door to all. Thus obstructions of a serious nature are removed, and every reasonable inducement held forth, why every child of suitable age come and be educated.

I would beg to contrast the school attendance in Upper Canada, during the year 1850, when the rate-bill generally prevailed, with the attendance in the State of New York, during the same year, where the free system generally prevailed; by which you will see the preponderance of attendance under the free school system was immense. In Upper Canada, there were of children of school age that year, 253,000. The attendance at all the common schools were 138,000. There were, consequently, nearly one-half who attended no school. In the State of New York, there were 750,-000 children of a similar age. The non-attendance was one in eight. What a disproportion is here, in the attendance of these two countries! There may be other reasons which operated in producing this great difference; but we believe the principal reason was, the two systems of finance. Generally, wherever the free school supersedes the rate-bill, the school becomes doubled in attendance. How painful to reflect on such a defalcation in school attendance in our beloved country! No doubt can be entertained but that if Canada was placed in equal circumstances with New York State, our people would not be outrivalled by the New York State in education.

There is another fact to which I would call your attention, and which bears upon the subject of attendance. The public money granted by government, and raised by assessment, according to the present school law, is to be apportioned according to the attendance in school, both in summer and winter of the year preceding. The design of this legal provision is doubtless to encourage attendance at school, and if possible, to keep open the school the whole year. Thus is held out, so far as the public money goes, an inducement to send all the children of the school section to attend, and to attend steadily. Every parent, therefore, who refuses to send his children, or neglects to do so, diminishes to that extent the apportionment which would otherwise come to his section. The larger the attendance, and the more regular that attendance is, the larger will be the apportionment of this money. By this plan, too, the amount of rate-bill or tax will be lowered. If the public money is increased to a school by good attendance, the other charges against the school will decrease proportionably.

As the free school is likely to fill the school room, so it will give you thereby a larger amount of public money; and thus, all are encouraged to attend; obstructions are thus removed, and incitements are held out for all to be educated. And if this system do not open every school in our land, and fill it with all the rising generation, we have no confidence that the rate-bill system will ever do it.

Thus then, in a plain and familiar way, we have set before you some of the arguments in favour of this system. In my mind, they have produced the conviction that this is the most probable system to educate the mass of mankind: to raise our race socially, physically, and mentally, and prepare them ultimately for the millennium sway of Christ.

An objection however has been raised by some against this system. It is asserted that it is unjust to tax property, to educate others. This view of the case arises from the principle, that parents, This plan is or guardians of children, only, should educate them. founded no doubt on what has been the usual practice of mankind; and, doubtless, if all parents were able and willing to do so, the same end would thereby be gained. On the same principle, if all who have aged, infirm or insane friends, were able and willing to support these persons, in their destitute circumstances, the state would not require to provide for them. Or, if all parents, guardians, and friends, were able and willing to confine thieves and infamous characters, and punish them when guilty of misdemeanour, the state would not require to build prisons, courthouses, &c., for their confinement and punishment. But who ever argues in these matters in this style. It appears in the following light to my mind. It is the duty of the state to see that all her children be prepared, by a suitable education in youth, that when they come to manhood they may be able and willing to do their duty as good citizens and

subjects to that government and their country. It is certainly much more wise to prevent crime than after it is committed to punish it. So do we reason in the medical art, and in all the arts of men. It is better to stop disease in its incipient stage, or stem water, or patch a garment; &c., than to allow it to go on until it is beyond the reach of human agency to counteract. The schoolmaster is doubtless the best, as he will be the cheapest police which any government can employ

employ.

The rich, it is said, object to free schools. They can send their learning, and refuse to allow their property to be taxed for the education of others.\* And yet have not some of these been made rich from the persevering toils of these poor men? In this district of country, there are thousands of thousands of acres owned by these rich men. They purchased quantities of the choice lands for a very trifle. The actual settler has entered the woods with his axe; he has taken up in many cases the poorer portion of the land; he has toiled hard and made improvement; he has opened up and made roads; he has built a schoolhouse and supported a teacher;—and during all his wearisome days of toil and poor fare, the rich man's property beside him has been rising in value; and now he could sell it, if he choose, at a vast advance in price, paying principle and interest, and an immense profit besides. And yet, after all, he turns round upon those working men, who have been from necessity the instruments of raising so many fold the price of his domains, and he says, "It is unjust that I be taxed for the education of your children." And is it so ! I think not. If it be justice that rich men can thus buy the choice of land in a school section or township, and keep it up until the actual settler raise it high in value, it is certainly just—it it must be just—that that land be taxed, to help to make roads, and keep a school for the benefit of those who, at the price of so much self denial, thus increases the wealth of the rich.

Bachelors are said also to object to such a tax. But why should they? Of all Victoria's subjects, these should be the last to object. Surely, such objectors have lost all heart of ever entering the wedded life. I have scarcely ever fallen in with any but looked forward some day to the joys of matrimony; and until they do marry, I would certainly tax them—I would tax them well. I have, however, made enquiry of the trustees of a number of school rections, who have adopted the free schools, and their unanimous report is, that the most of the bachelors readily fell in with the free-school system, and quietly pay their dollar, hoping soon to change their single blessedness for an honourable marriage.

Another class of discontents, are those who, though they have been married for years, yet have no children. I suppose they deem their case a hopeless one, and they have sunk down into such a state of discontent and misanthrophy, that they count it unjust to give a cent to educate another man's child. Our answer to all these objectors is, that if it be unjust to tax the property of our nation, that all may enjoy the blessings of education, then it must be injustice for the poor and the needy to have an almshouse to go to at the public expense. Then I have no right to be taxed for a lunatic asylum, unless I have sent some person thither. But what person of reflection would ever thus argue. The benefits are so great which a nation derives from thus combining, and uniting in these public institutions, and thus by a universal tax on property supporting them, that there is no man in his right mind but is willing to support them. And why not support similar public institutions for the education of all? Why not adopt this plan for the education of our whole race? I repeat, the more I look at it, and turn it up on Why not adopt this plan for the education of all sides, the free school system appears the more likely to be a medium of doing immense good to mankind, were it adopted among all people, nations, and languages.

How to tell the Number of Days in any Month.—By counting the knuckles on the hand, with the spaces between them, as follows: Jan. (1st knuckle), Feb. (1st space), March (2d knuckle), April (2d space), May (3d knuckle), &c., all the months with thirty-one days will fall on the knuckles, while those with thirty days, or less, will come in the space.—The Student.

<sup>\*</sup> Who supports these "higher seminaries?" Do not the poor equally with the rich, according to their property, contribute to fill the legislative purse from whence these institutions derive their support? See editorial on this subject, in the Journal of Education for January, 1852, page 9.



#### For the Journal of Education.

## THE BLACKBOARD.

A blackboard is to a teacher what a compass is to a mariner; the mariner may creep along the coast without a compass, or even venture a little way out to sea, guided by the uncertain light of the stars; but having the compass on board, and using it, he stands boldly out and visits far off countries, lading his ship with their strange and valuable products, or it may be to make interesting discoveries which shall immortalize his own name, confer honor on his country, and benefit the whole human family. So with a teacher, while he confines himself to books, and is content to hear his pupils repeat certain set portions of them, or sees that certain sums contained in them, and no others are worked, so long will he resemble the mariner creeping slowly along shore, following the sinussity of the coast, going roundabout and difficult tracts, instead of trusting to his compass—i. e., the blackboard—and steering boldly from headland to headland, or from island to island, filling the minds of those confided to his care with matter, which, though strange to them at the time, will ultimately prove most valuable and interesting.

When I enter a school, and find the blackboard lying in a corner, covered perhaps with dust, or having some articles lying against it, I feel convinced it has not been in use for days. In such a case, I always feel pity for both teacher and scholars; pity for the teacher, for I know what an aid the blackboard would be to him in teaching, and what an immense amount of extra labour he assumes by not availing himself of its help; and pity for the scholars, for I know how their progress of learning is unnecessarily retarded, and certain studies made to appear difficult and tedious, when, with a little explanation on the blackboard, the same studies would become easy and delightful.

Of all the branches of education which are taught in our common schools, arithmetic is the one in which the use of the blackboard is the most essential. Its non-use is at once apparent in the answers of the children. It is almost impossible to teach arithmetic generally and successfully, in a school without its continued use. Suppose an hour in the forenoon to be the time allowed for the study of arithmetic, the teacher flits about from scholar to scholar, giving, say on an average, five minutes to each, by so doing he may partially explain certain rules to twelve pupils, six of the twelve perhaps sudying the same rule, but each taught individually. All the time he is thus engaged, two or three are waiting at his elbow, hoping to catch his attention when he is done with one big boy and before he begins with another; he has scarcely time to run his eye over one of the little fellow's sums, say "wrong," rub it out, and send him to his seat, with an injunction to do it correctly.

But by using the blackboard, how differently he proceeds. He may have his school in three or four arithmetical divisions, and thus, in the allotted hour, he can give a quarter to each pupil in the school who is studying arithmetic; or by taking the first and third classes one day, and the second and fourth the next, he may every second day give half an hour's good systematic teaching to each class; and what a great deal of information may be communicated in half an hour!

Care must be taken when a class is arranged around a blackboard that every member of it is so placed that he cannot copy from his neighbour. Then the teacher begins, explains the reason of the rule which they are to investigate, the meaning of its name, the meaning and use of its technical terms, makes the signs used in it on the blackboard, lets each pupil do so. And he ought not to be satisfied until all can give him a definition of the technical terms, make and name the signs, and he is cortain the nature and use of the rule is understood. He may then dismiss the class, and allow each individual to proceed to work the sums as they are set down in the arithmetic books. He will find he will not be much troubled by lads wanting further assistance in that rule.

Some teachers may think there would be a great waste of time in following up this method. My dear friends, try it. Give it one three months' trial, and I am persuaded you will find that you have made more decided progress than you ever made in a three months' course of the old and desultory method; and, better than all, your pupils will understand what they have been through.

But the blackboard is not only available in teaching arithmetic. I would press it into service in teaching grammar, geography, his-

tory, &c. I would make continual reference to it. I would always employ it as an interpreter between the school books and the scholars.

I can see a blackboard before me now—there it stands—clean and BLACK—silent and impressive—not a mark upon it—but soon its ebony face will be covered with symbols clear and intelligible to the eager inquiring spirits that animate the happy group that stand before it. See! as I make sign after sign, naming and explaining each as I go on, how conviction and satisfaction are stamped on every countenance, until finally, having obtained a satisfactory result, a unanimous and audible expression of delight runs through the class, and each urobin feels that he understands the operation which was performed before him, and also feels that he is an intelligent being, one who has been thought worthy of having his judgment appealed to.

Trustees of schools should see that in their several schoolhouses there is placed one of these silent—nay eloquent—friends of children. I am convinced the most important thing in a school, next to a good teacher, is a good and well used blackboard.

A LOCAL SUPERINTENDENT.

## Educational Intelligence.

#### CANADA.

#### MONTHLY SUMMARY.

A series of papers on Education appears in the Cobourg Star, in which the writer, with considerable ability, combats the "objections which have often been raised against a comprehensive system of education by means of free schools. The writer then "proposes to show that it is not only the duty of the state to provide such an education, but that the interests of all classes of the community imperatively demand it." He regards the question in three points of view: - first, in a political; secondly, in an economical; and lastly, in a social light...... The school house of School Section No. 12 situated on the twelfth concession of the township of Lanark, was burned down on the night of the 13th, or morning of the 14th ultimo. A letter which was found in the locality of a meeting, held on the Saturday week after the fire, (for the purpose of devising ways and means to erect another,) leaves little room to doubt, but that it was the work of an incendiary, especially as the inhabitants of the section are at variance regarding the school. The document alluded to threatened the trustees, that, should an attempt be made to build another school house, the writer will burn their barns, &c. That such acts of Vandalism should be perpetrated in Canada, is incredible. They call more loadly still for a more united and vigorous effort than ever in favour of the universal diffusion of education in every part of Upper Canada...... The Rev. Wm. McMurray, A.M., has been in New York soliciting subscriptions in aid of Trinity College, Toronto. At the conclusion of the celebration of the third Jubilee year of the Venerable Society for the propagation of the Gospel in Foreign Parts in Trinity Church in that city, says the N. Y. Commercial Adnertiser, "Mr. Dunscombe, one of the wardens, laid one thousand dollars in gold on the alms plate as the contribution from the church corporation. The whole proceeds of the offertory, amounting to \$1,121 31, were devoted to the aid of Trinity College, Toronto, Canada West, in answer to the appeal so effectively made by the Rev. Mr. McMurray." ... The Conference of the Wesleyan Methodist Church, Canada, lately held in Kingston, have issued an address on the subject of endowing Victoria College, by the sale of Scholarships, at £25 each, tenable for twenty-five years. In addition to those already sold, each of the ministers present took one scholarship, thus making available about \$9,000 towards the desirable object contemplated.......We regret to learn that the Baptist College building in Montreal has recently been sold. It is to be converted into an hospital......The Rev. E. Very, Professor Chipman, and four students, of Acadia College, Nova Scotia, were recently drowned, in an attempt to cross a bay near Halifax in an open boat.

## BRITISH AND FOREIGN

#### MONTHLY SUMMARY.

A paper of considerable ability appears in the last Edinburgh Review (for April), on "National Education," in which the writer discusses the recent very satisfactory improvements in the system of education lately introduced into the British army, and noticed at length in this Journal for November, 1850, pp. 165-7; the failure of the purely 'clerical,' as well as 'voluntary' systems of education; the comparative excellencies and



peculiarities of the "National Public Schools' Association," or Free School System; the "Manchester and Salford Borough" Educational Scheme, and the various other denominational systems at present in operation in England. The writer also strongly urges the necessity of legislative interference, in order to render efficient and diffuse the advantages of the vast number of endowed schools scattered over England, now so inefficient and valueless, owing to the various legal and testamentary restrictions, or the arbitrary closeness of the corporations......Mr. G. Rickards, M.A., has been elected professor of Political Economy at Oxford, in room of Mr. Nassau, senior, whose term of office had expired. The votes in convocation were-for Mr. Rickards, 211; Mr. Neale, Oriel, 158; Mr. Lowe, Magdalen, 133. Mr. Rickards gained the Newdegate Prize Poem in 1830.... The motion for abolishing tests in regard to the non-theological chairs of the Scottish universities has been thrown out, on the second reading in the House of Commons, by 172 to 157 votes...Dr. Maclure, one of the masters of the Edinburgh Academy, has been appointed by the Crown to the Professorship of Humanity in Marischael College, Aberdeen, vacant by the translation of Mr. Blackie to the Greek Chair at Edinburgh......Among the candidates for the Chair of Moral Philosophy in Edinburgh, vacant by the resignation of Professor Wilson, are Professor Ferrier, of St. Andrews; Professor Macdougall, of New College, Edinburgh; Professor M'Cosh, of Beliast; Mr. J. D. Morell; Mr George Ramsay, late of Trin Col. Cam., now of Rugby; and Dr. W. L. Alexander, of Edinburgh..... The Commission for Inquiry into the University of Oxford, have finished their report, which has been forwarded to her Majesty......The first stone of some new schools in connection with the church of St. Thomas, Charterhouse, was laid by Lord Lansdowne......M. Villemain, Professor of French Eloquence, and M. Victor Cousin, Professor of History and Ancient Literature, have resigned their Chairs in the Faculty of Letters of the University of Paris. On application they have been placed on the retired list, with pensions, by a decree of May 3. Two years ago M. Guizot resigned, the university thus losing her three most illustrious literary men by voluntary retirement. All of these professors were appointed in 1828. .....The first visitation of the Queen's College, Cork, was held this week in the Examination Hall, Archbishop Whately presided. The number of students at present in College is 147; and Sir Robert Kane reported the state of the institution as highly satisfactory...... The foundation stone of the new buildings in Victoria Street, for the Westminster Training Institution of the National Society, was laid on the 11th of May, by His Royal Highness Prince Albert ..... The question of the repeal of the annual Parliamentary grant to the Royal Cotlege of St Patrick, Maynooth, has recently been discussed with considerable warmth in the British House of Commons......Archdeacon Law, rector of Weston-super-Mare, proposes to establish in that town a college for the youth of the middle classes at his own expense, the cost being estimated at form £4,000 to £5,000. .....During the past year the grants by the Education Committee of the Privy Council to normal and elementary schools amounted to £142,229 8s. 9ld., and in the preceding year to £160,097 7s. 10ld......The Lords of the Committee of Privy Council for Trade have given notice that they are willing to assist, as far as the means at their disposal will permit, in establishing elementary drawing classes in connection with existing schools or otherwise in various localities, with a view of diffusing a knowledge of the elementary principles of art among all classes of the public. .....It has been decided by the Lords of the Privy Council Committee on Education, (following the recent practice of our own legislature) to supply each school under their direction, and each teacher, having " certificates of merit," with a printed copy of the minutes of the Committee, or Annual Report, on the state and progress of popular education in England. .....At Paris, on the 24th of May, the Council of State, Louis Napoleon presiding, adopted the bill on public instruction, and ordered it to be sent to the Legislative Body.

Persecution of Professors in Europe.—A decree has been issued in Paris, enacting that Professors in the College of France should no longer enjoy the privilege of irremovability, but might be revoked by the Minister of Public Instruction. This decree has been enforced by revoking three Professors-Michelet, Edgar Quinet, and Mickiewicz. Jules Michelet had belonged to the University since 1821, and has professed successively the dead languages, history, and philosophy. His histories and biographies have given him a wide-spread and enduring reputation. His course of lectures was suspended on the 12th of March, 1851, by M. Giraud, Minister of Public Instruction, at the instigation of the Jesuits, against whom M. Michelet had waged a most unremitting warfare. Since that period he has not resumed his functions. Quinet was made professor of the languages and literature of southern Europe in 1841, and in 1846 received a public censure from M. Guizot for his tendency to democratis opinions. His popularity with the students was so great, that it was not judged advisable to molest him. He was elected to the Chamber in 1848, where he always voted with the Republicans. He wrote two pamphlets, one on the State of Siege, and one on the Expedition to Rome, which made a lasting impression. Adam Mickiewicz is a Lithuanian by birth, and a Frenchman by adoption. The publication of a Hymn to Truth drew upon him the attention of the Russian authorities, and he was requested to retire to the Crimea, and remain there till further notice. His friends, however, obtained his pardon, on condition that he should never return to Poland. He went to Germany, where he became intimate with Goethe. In 1841, he was appointed Professor of the Slavonic language and literature at the College of France. He is dismissed, like his colleagues, for his democratic opinions. A work written by him during his wanderings, entitled "Book of the Pilgrims of Poland," has been translated by M. de Montalembert.

Prizes on Eastern Subjects .- Mr. W. Parker Hammond, of the firm of Hammond & Co., London, offers the following premiums :- £50 for the best "Essay on China," as it relates to trade and commerce also the opium trade, and its effects upon the commerce and morals of China and India; general remarks on the empire of Japan, and the prospects of trade therewith; suggestions as to the most efficient mode of extending Christianity in China. 250 for the best "Essay on the Eastern Archipelago," including the Philippines and the Gulf of Siam, embracing the following points :- Piracy, its extentand effect on the price of Straits produce and the consumption of British manufactures; the best means of suppression or prevention: the commercial capabilities of the countries alluded to. and existing impediments to their expansion; Christianity-the best means of extension therein. The object of Mr. Hammond in offering these premiums is, to promote the interests of religion and commerce in the China Seas and Eastern Archipelago, in connection with the design of the Great Exhibition.

### UNITED STATES.

#### MONTHLY SUMMARY.

At the Annual Exhibition of the junior class of Yale College, last month, the highest prize for English composition was bestowed on a native Chinese, named Yung Wing ..... The late Hon. George Howland. of New Bedford, in his will, has bequeathed \$50,000 to establish a Female Seminary, and also left it discretionary with his executors to bestow \$50,000 more upon the institution upon the decease of his widow. The school is to be established where the executors or trustees may decide.... Since the commencement of the Ladies' Society for the promotion of Education at the West, not less than \$200,000 have been contributed to its treasury in the middle and Eastern States, and as large an amount has been contributed by individuals in the Western States. Ten Colleges have been aided by the society, and there are now eight upon its list, which is three more than there were eight years ago......In California they have set apart 500,000 acres of land for school purposes...... The capital of the School Fund, on the 2nd day of December, 1851, as certified by the State Auditors, amounted to \$2,049,482 32. The receipts into the Treasury the past year have been \$138,184 15, which exceeds the receipts of any previous year. The number of children returned by the Comptroller, as entitled to participate in the dividends of the year, was 94,851. This enumeration gave \$1 40 to each child......The Corporators of the Tufts College, a new college in Massachusetts, have held their first legal meeting. They voted to accept the acts of incorporation passed at the last session of the legislature. Over one hundred thousand dollars have been subscribed to establish this college, which, by the acts of incorporation must be located either in Somerville or Medford. A large and beautiful property has been given for such an institution by Charles Tufts, Esq., situated at the place known as Walnut Hill.

Popular Education in California.—From a communication recently received at the office of the U. C. Educational Department, from the Superintendent of Public Instruction in that State, we learn that "As yet but little has been done for popular education in this State. Our Legislature," says the Superintendent, "is now in Session, and before it is a bill providing ample means for the establishment and support of Free Schools in California."

Education in Buenos Ayres.—We mentioned in this Journal last month, page 77, that some movement had been made by the new Government in favour of Education. The following is the substance of a decree on the subject:—March 6th. Decree issued organizing the normal school of elementary education. Besides a normal School, in the strict acceptation of the term, it is virtually a nursery of teachers for the Province and Republic. The claims of the schoolmaster are at last distinctly and handsomely recognised; 1,500 dollars per month salary, with half the feea, and the prospect of a retiring pension of two-thirds the stated salary after ten years service, or of full pay after twenty-five years, are terms that cannot fail to exalt the status of the profession; besides other collateral inducements held out to good conduct, talent and perseverance. The curriculum of studies is comprehensive, embracing, in addition to the usual

branches of school education, vocal music, gymnastics, drawing, agriculture, chemistry, mechanics, the English and German languages, &c., and above all, to the honour of the Government and the community be it recorded, the reading and study of the Holy Scriptures.

The " Great Exhibition at New York." - The design and plans for the projected exhibition at New York, in imitation of the recent Great Exhibition in Hyde-Park, have been presented to the committee of management by Sir Joseph Paxton, and have been sent out to America, in order to be carried into effect as quickly as possible, it being understood that the exhibition is to be opened about the middle of April next. The proposed site of the building is Madison-square, at the end of the Broadway. Its length is to be 600 feet, its width 150 feet, and its height 100 ft. The materials employed will be glass and iron, but the roof will be slate, and as it is intended to be a more lasting structure than its celebrated prototype, it will be erected on a foundation of arches. The building will be more picturesque than the original one, turrets in the Romanesque style being placed at the corners, and the ends being embellished with pediments and emblematical ornaments, the whole edifice to be surrounded with a terraced walk, illuminated with lamps. There will be no transept, but the plan is such that the building can be lengthened if more space should be required.

## Literary and Scientific Intelligence.

#### MONTHLY SUMMARY.

The Canadian Institute has issued a circular transmitting papers explanatory of the objects of the Institute; a series of questions relative to the Indian remains in the form of mounds, &c., in Upper Canada; another series regarding the various kinds of lime-stone throughout the Province; and a fourth containing the prospectus of the contemplated Canadian Journal, the organ of the Institute. We look forward with much interest to the success of the Institute. It has long been a desideratum in Upper Canada......Mr. Paul Kane, whose pictures excited so much admiration at the Provincial Fair, Brockville, last September, has nearly completed a series of beautiful paintings, on which he has been engaged for several years, illustrative of the scenery and Indian life of the great Northwest. Mr. Kane wandered for several years in that extensive region, sketching and observing as a preparation for his work, and his pictures are intended to give a complete view of the country through which he passed and of the people who inhabit it. He intends to exhibit the whole series in Canada at an early day. He also intends exhibiting them in London, but desires that ultimately they should remain in Canada, and would be willing, in order to keep them together as a series, to dispose of them to the provincial Government at a much lower price than he could get by selling them singly. It is to be hoped that the Government will see fit to purchase them as a commencement of a national picture gallery, and thereby secure them to the country, as well as gratify the patriotic desire of the talented artist. .... The U.S. Congress have just purchased Cullen's similar celebrated collection....The British Admiralty have published full directions for signal lights to be carried by all British vessels at night on the ocean, and which, being worked uniformly by a code, will render collisions nearly impossible ....Mr. W. Hughes, the governor of the Manchester Blind Asylum, has patented a typograph, an ingenious instrument, which will materially facilitate communication between the blind......The poet Rogers has presented to the British Museum the original covenant between "John Milton, gent., and Samuel Symons, printer," for the sale of Paradise Lost, dated the 27th April, 1667. By the terms of the covenant, Milton was to receive five pounds after the sale of thirteen hundred copies of the first three editions. The sum actually received by Milton was eighteen pounds, for which the receipts still exist...... There is a plant in the island of Sumatra, the circumference of whose fully expanded flower is nine feetits nectarium calculated to hold nine pints—the pistel are as large as a cow's horn, and the whole weight of the blossom is computed to be fifteen pounds !......John Howard Payne, U. S. Consul at Tunis, recently deceased, was the author of the celebrated song "Home, Sweet Home." In his early life he was a distinguished dramatic performer, and a man of versatile genius. He was appointed Consul in 1851, and had just established himself under his flag. The United States papers claim the honour of his birth-place for Boston......The Geographical Society of London is warmly engaged in getting up a scientific exploration of the Niger and Gambia, by means of small propellers. Lieut. McLeod, of the Royal Navy, proposes to take charge of the expedition..... The celebrated German geographer, Karl Kitter, proposes to visit Great Britain, for the purpose of studying the physical conformation and structure of England and Wales. The veteran professor has more than once visited Great Britain, but hitherto for the purpose of studying the physical peculiarities of Scotland. He will remain with us about three months, returning to resume his winter lectures at Berlin..... The jet of glowing lava from the Manna

Loa Mountains (Sandwich Islands) was ascertained to be 500 feet high, and its diameter was supposed to be over 100 feet. It filied up ravines, destroyed forests, and with ruthless impetuosity was making onward to the ocean, some fifty or sixty miles distant, leaving naught but ruin and death in its train......Mr. Burton, Architect, proposes to construct a tower, 1000 feet high, covering one acre of ground, from the Crystal Palace materials......This would be as high as St. Peter's, St. Paul's, and the Nelson Column piled each on the other......The Crystal Palace has been definitely bought by the Directors of the London and Brighton Railroad Company, who intend by the aid of a joint stock company, to re-erect it at Sydenham, about six miles from London, and open it as an Exotic Garden by the first of May next......It is stated that dord Brougham has commenced collecting materials for the purpose of building a splendid gymnasium in a suitable field at the village of Eamont-bridge, in Westmorland, a great part of which will be glass, after the fashion of the Crystal Palace......The Queen has conferred the dignity of a baronetcy on (Sheriff) Archibald Alison, Esq., in consideration of the high literary attainments exhibited by him in his elaborate History of Europe..... The late W. F. Stephenson, Esq., F.R.S., has bequeathed the fourth of his personal property to the Royal Society, subject to certain present life annuities...... The catalogue of the Easter book-fair at Leipsic contains 4527 works as published, and 1163 to be published. This is an increase of 700 volumes compared to the Michaelmas fair, and of 800 more than the last Easter fair. The number of publishers by whom the works have been brought out is 903. One house at Vienna has produced 113, and the Messieurs Brockhaus 95. ..... There are in Russia 130 Sclavonian journals and periodicals, of which nine are political and fifty-three official papers published by the various ministeriul departments of the empire, six periodicals are devoted to military sciences, and there are three medical, five industrial, and twelve agricultural periodicals. The Polish journals which are published in Russia amount to the number of twenty-two.

Tomb of Napoleon.—The magnificent tomb of Napoleon, which has been for several years in course of erection at the hotel des Invalides, is progressing rapidly towards its completion. The inscription which has just been engraved in letters of gold upon his coffin, is in the following words:—

NAPOLEON BONAPARTE,

Born 15th of August, 1769.

Major of Artillery at the siege of Toulon, 1793, at twenty-four years.

Commander of Artillery in Italy, 1794, at twenty-five years.

General-in-Chief of the Army of Italy, 1797, at twenty-eight years.

He made the expedition to Egypt, in 1798, at twenty-nine.

Elected First Consul in 1799, at thirty years.

Consul for life, after battle of Marengo, in 1800.

Emperor in 1804, at the age of thirty-five.

Abdicated after Waterloo, in 1815, at forty-six years.

Died the 5th May, 1821, at fifty-two years.

Instinct of the Turtle.—It has been observed that turtles cross the ocean from the Bay of Honduras to the Cayman Isles, near Jamaica, a distance of 459 miles, with an accuracy superior to the chart and compass of human skill, for it is affirmed that vessels which have lost their latitude in hazy weather, have steered entirely by the nose of the turtles in swimming. The object of their voyage, as in the case of the migration of birds, is for the purpose of laying eggs on a spot peculiarly favourable.—[Bishop Stanley on Birds.

We have it on the authority of Mr. McLaughlin, recently returned from abroad, that there is a project on foot at Naples to extinguish the fires of Vesuvius! It is understood that the bottom of the main or grand crater is several thousand feet below the level of the sea. The plan, therefore, is to dig a large trench or canal from the sea to the crater, the expease of which will not exceed two million of dollars, and thus extinguish the fires that have been burning for thousands of years. It is said that the fine lands thus to be reclaimed will more than ten times pay the expense of executing the grand design.—[Lafayette Courier.

Cruious Facts in Vegetable Physiology.—I was told in Tallahassee, Florida, that beets would not grow seed, top onions would not grow the bottoms, and black seed would not produce bulbs. Cabbage will produce seed, but that seed will not generally produce heads, but grow into long stalks with a few loose leaves at the top. I have seen such stalks six feet long. Corn from the north, though hard and flinty when planted here, grows light and chaffy. Oats grow lighter and lighter, until they run out. On the contrary, cotton, which is here a hard woody stalk, would grow more like buckwheat in New-York. The Palma Christi has been grown here for shade trees; and tobacco was found as a wild plant all over the country, when first settled by the whites. A little farther down the peninsula, sweet potatoes and arrowroot are now growing wild; and so are pumpkins, and several plants which are only grown with great care at the north. We live in a great country, as yet but little known.—[American Agriculturist.

Westminster Bridge Built of Epsom Salts .- Dr. Ryan, Professor of Chemistry, in a lecture delivered at the Polytechnic Institution, before the Duke of Richmond and several of the members of the Royal Agricultural Society, in illustration of the elementary principle of chemistry, stated that magnesian lime-stone contains from twenty four to forty-two per cent. of carbonate of magnesia, from which Epsom Salts are procured by the application of sulphuric acid. If Westminster Bridge, built of that rock, were covered with water and sulphuric acid, it would be converted into Epsom salts.

Pitt's Bridge.—The first stone of Blackfriars' bridge, the work of Robert Mylne, a Scotch architect, was laid on the 31st of October, 1760. It was originally called Pitt's bridge, in honour of William Pitt, the great Earl of Chatham. If the foundations shall ever be disturbed, there will be found beneath them a metal tablet, on which is insc,ibed, in Latin, the following grateful tribute of the citizens of London to the genius and patriotism of that illustrious statesman:—"On the last day of October, in the year 1760, and in the beginning of the most auspicious reign of George the Third, Sir Thomas Chitty, knight, lord-mayor, laid the first stone of this bridge, undertaken by the Common Council of London during the progress of a raging war (flagrants bello,) for the ornament and convenience of the city; Robert Mylne being the architect. In order that there might be handed down to posterity a monument of the affection of the city of London for the man who, by the power of his genius, by his highmindedness and courage (under the Divine favour and happy auspices of George the Second,) restored, increased, and secured the British empire in Asia. Africa, and America, and restored the ancient reputation and powerof his country amongst the nations of Europe, the citizens of London have unanimously voted this bridge to be inscribed with the name of William Pitt." Such tributes as the foregoing, literature should not willingly let die. A more appropriate, or deserved tribute, paid by the merchants of a mighty city to an illustrious statesman and patriot, it would be difficult to point out. The simple tablet, on which this inscription is engraved, lies deeply buried in the bosom of the Thames, and its very existence is, perhaps known but to few; and yet far more honourable than all civil crowns, far more than all the wealth and titles secured to him and to his posterity by his Sovereign and the legislature, was this affectionate, this unbought and voluntary testimony "unanimously voted" by the citizens of London, to the man who had restored to them the security of wealth and commerce, and the ancient renown which had rendered the name of an Englishman respected over the world.

M. Eolman, the director of the uational porcelain manufactory of Serves, has succeeded in producing crystallized minerals, resembling very closely those produced by nature—chiefly precious and rare stones employed by jewellers. To obtain this result he has dissolved in boric acid, alum, zinc, magnesia, oxides of iron, and chrome, and then subjecting the solution to evaporation during three days, has obtained crystals of a mineral substance, equalling in hardness and in beauty and clearness of colour, the natural stones. With chrome M. Eolman has made most brilliant rubies, from two to three millimeters in length, and about as thick as a grain of corn. If rubies can be artificially made, secrets which the old alchymists pursued cannot be far off.

The Upas Tree.—We published some time since an account of the discovery of a tree on the Isthmus of Panama, having many of the characteristics of the fabled Upas tree of the East, as it is destructive of all animal and vegetable life that comes within its baneful influence. A number of the Panuma Herald, received by the late arrival, has the following additional notice of this singular vegetable production:- "Riding out upon the 'Plains' a few miles from the city the other day with a friend, we had the fortune to have several of these trees pointed out to us. As far around each as its branches extended, the grass was dead-the ground almost bare, whilst all beyond it was fresh and green. Each tree seemed to form a circle around it by the appearance presented by the dead and live grass. They were all alike in this respect, and the trees all of the same appearance and character. Occasionally the skull of a dead mule or other animal were to be found lying either directly under the tree, or near by, indicating the effects of its deadly poison. Anxious as we felt to procure a branch and bring it to the city, that its fluids might be subjected to a chemical analysis, we were deterred by the threatening appearance they presented. We have no doubt as to the nature of the tree being as poisonous as the deadly Upas of the Nile. [New York Commercial Advocate.

Origin of the Word " Whig."-In the sixteenth century, there arose in England a party opposed to the King, in favour of a republican form of Government, in which the people would have a voice. The party adopted as their motto, "We hope in God." The initials, or first letter of each word combined, read "Whig," and were used to name or designate the party. Thus the word "Whig," originally meant opposition to kings and monarchies, and friendship for the very form of government under which we exist. It originated in England a century and a half before our revolution. [United States Paper.

## Bditorial and Official Notices, &c.

#### DELAY IN ANNOUNCING THE ANNUAL SCHOOL APPORTIONMENT FOR 1852.

We direct the especial attention of Local Superintendents to the Official Circular addressed to them (on page 90), by the Chief Superintendent of Schools, on the subject of distributing the School Fund for the current year.

We have purposely delayed issuing this number of the Journal, in order to include that circular in its pages, so that it might thereby reach Local Superintendents two or three weeks earlier

than had it been delayed for the July number. We extremely regret our inability to announce the official apportionment of the Legislative School Grant to the several cities, towns, villages, townships and counties in Upper Canada, for 1852, in this month's Journal. No effort has been spared by the Educational Department to obtain a satisfactory basis upon which to make the current year's apportionment. And strange as it may appear, we have to state, that as yet the Department is not in possession of complete returns of even the school population for 1851, owing to the unaccountable neglect (although written to) of some Local Superintendents to transmit to the Education Office their Annual Reports for last year! Application was also made to each of the Census Commissioners in Upper Canada, and to the Secretary of the Provincial Board of Registration and Statistics, to obtain complete returns of the population of the Province, upon which to base the school apportionment for this year, but without effect; and not until personal application was made to the Statistical Office, at Quebec, was the Chief Superintendent able to procure a sufficiently correct data by which to be guided in making the annual apportionment of the School Grant, as required by law. regret that, after all the delay, however, those returns were received too late by the Educational Department to enable us to avail ourselves of them in this number of the Journal. The apportionment for the current year, however, together with the statistics of the general population of the Province for 1852, will be published in the Journal of Education for July. Our readers will be agreeably surprised to learn that the population of Upper Canada reaches within about 50,000 or 60,000 of being one million of souls! Thus has our population doubled within a few years. May it increase as fast in knowledge and in virtue as in population! For righteousness alone exalteth a nation.

#### SCHOOL ATLAS OF GENERAL GEOGRAPHY, AND SCHOOL ATLAS OF PHYSICAL GEOGRAPHY:

By Alexander Keith Johnston. Edinburgh: Blackwood and Sons. Educational Depository, Toronto. Price 12s. 6d. each.

Educational Depository, Toronto. Price 12s. 6d. each.

The eminent firm of Blackwood & Sons have not issued any work in their long and successful career as publishers which should be more heartily welcomed than the two volumes above indicated. The Physical School Atlas may be considered a new feature in books of every day education, and its importance cannot be too highly appreciated. "Physical Geography," in the words of the preface, "is the history of nature presented in its most attractive form—the exponent of the wonders which the Almighty Creator has scattered so profusely around us. Few subjects of general education are, therefore, so well fitted to expand and elevate the mind, or satisfy the curiosity of youth." This work is abridged from the great Atlas by the same author. There are eighteen maps, exquisitely engraved, carefully indicated and coloured, exhibiting the ethnography, religious statistics, the geology, climates, temperature, the animala, vegetables, with brief and explicit descriptions of each. There are twenty-two maps in the General School Atlas—they are remarkable for their distinctness, and this is greatly enhanced by the sea being depicted in an agreeable blue-tinted ink. The index itself alone renders the work doubly valuable; by it a reference is had to the latitude and longitude, as well as to the map upon which it is found. These maps cannot fail to be the ready adjunct of every scholar and student, and we cordially vish the publishers the highest meed of profit that can be realized for so desirable an addition to the school form as well as to the library table. form as well as to the library table.

WANTED immediately, a good qualified and experienced TEACHER, for School Section No. 6, Etobicoke. Salary £60 per annum. Apply to Wm. Smith, Geo. Baily, or John Acrow, Trustees.

TORONTO: Printed and Published by THOMAS HUGR BENTLEY.

TRRMS: For a single copy, 5s. per annum; not less than 8 copies, 4s. 4åd. each, of \$7 for the 8; not less than 13 copies, 4s. 2d. each, or \$10 for the 13; 29 copies and up wards, 3s, 9d. each. Back Vols. neadly stitched supplied on the same terms. All subscriptions to commence with the January number, and payment in advance must in all cases accompany the order. Single numbers, 7åd. each.

All communications to be addressed to Mr. J. Genner Honeiks, Education Office, Toronto.

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VOL. V.

TORONTO, UPPER CANADA, JULY, 1852.

No. 7.

## 

#### MEMORIES OF GREAT MEN.

What a wonderful and beautiful thing is the gift of genius! How it enshrines its possessors in the minds and memories of men! How it creates a home for itself in hearts which have long felt, but could not express, its breathing thoughts and burning words! How its interests and sympathies go on circling and widening, like the ripples around the stone cast into the water, till they become as 'household words' or 'old familiar faces,' in all tongues and in all lands! How it grows—never older, but ever younger; the mighty men of yore speaking more powerfully to the generation of to-day, than to the past of vesterday!

Beauty has power, and it, also, is a gift from Heaven; but it passeth away, and its place is known no more; for who treasures the defaced and vacant easket, or the flower of the morning, when it lies on the cold ground? The easel of the painter and the chisel of the sculptor, may preserve the lineaments of loveliness, but only as a sight to the eyes, no longer as a voice to the heart.

Riches, too, have power, but they have also wings, and oftentimes they flee away. And even when they remain till the rich man is obliged to flee from them, they leave no memories, they create no sympathies.

Rank is mighty over the minds of men, and proudly does it rear its ermined form and jewelled brow; but the time soon comes when no voice sounds. No power emanates from the crimson pall and essentiaheoned tomb. How different is genius from all these!

True, it has its waywardness, its follies, its eccentricities; but these are lost in, or perhaps only enhanced by, the charm of its

truth, its earnestness, its humility. Yes, genius is true; it is a reality; it has truth to inculcate, and work to do, were it only to bring down a sense of beauty or a power of vision to closed hearts and filmy eyes. Genius is earnest; it flutters not like the white-winged wanderers of the summer, idly and uselessly, from flower to flower; but, like the bee, it perceives, and earnestly extracts, use with the heauty, food with the perfume. Genius is humble: striving after something far higher than itself, which it never reaches, gazing into brightness and into beauty which it cannot emulate, it forever sees its own littleness, its own deformity, and shrinks from occupying the pedestal assigned to it by its day and generation. Of course, these qualities form the golden setting of the real gem, fresh from the depths of the ocean or the recesses of the mine, for never do they surround the mook jewel, created out of the dust and tinsel of the world.

It is not, however to the fulfilled thoughts, and words, and works of great men—it is not to their name and their fame throughout the land—it is not to the incense st wered upon them in the halls of the crowned and the circles of the beautiful—that our hearts turn with the deepest understanding and sympathy. No, it is to their homes and their hearths, to their joys and their sorrows. Yonder are the walls which have looked down upon the midnight vigil and noonday languor. Yonder is the window whenee the eye, gazing up to the heavens, has caught something of their inspiration. Lo, here the board which has echoed to the sweet sounds of household jest and homely tenderness. Lo, there the sleepless couch, where the sufferings of life, if not more bravely borne, have been more deeply felt, than by other men!

It has been our lot to catch occasional glimpses of the homes of great men, and, perhaps, our readers may not weary for a little of the oft-told tale, while we recall these memories of 'a long time ago.'

One May morning, we found ourselves at the door of a small dwelling, cheerless and commonplace looking, like most houses in the streets of gloomy London. We passed within, and there was a change : the fresh green of the stately Park trees, and the flowers and shrubs of the little garden which had once harbored pet nightingales, looked brightly and kindly upon us, while the early summer's sun came smiling through the windows, lighting up and glorifying the choice and beautiful pictures, and what was better than pictures, the genius-lit features of an octogenarian poet. A social and hospitable board is spread, and surrounded by some of kindred spirit. Men of science, men of genius, men of practice are there, gathered from the northern Tweed banks, and from the lands beyond the Atlantic. Gravely and gaily does the converse hold on its way, now hither, now thither, like the bird amongst the forest branches; one moment in the recesses of the heart's sympathies, the next sporting on the parterre of wit and anecdote, and again soaring into the region of intellect. But, ever and anon, there was

that in the old man's words and bearing, which woke up yet deeper and more sanctified feeling. The touching emphasis with which he would repeat, as a sample of musical diction and excellent pathos, such lines as these—

> "The path of sorrow, and that path alone, Leads to the world where sorrow is unknown ?"

or the text of Scripture, reverently spoken; or the words of thanks-giving to "my Saviour for having so loved little children;" uttered with hands folded and eyes solemnly raised to heaven, could not but fill the heart with the precious hope that the poet had sought and found a more blessed reality than all his gorgeous visions. Very long hath been thy path of life, O thou venerable man! and thy songs of sunny "Italy" are now the songs of the olden time; solitary is thy hearth, which has nover been surrounded by the sweet youthful sunshine which thou lovest so well; yet art thou not to be pitied, for all hearts love thee, in thine old age and solitude. Thy "Pleasures of Memory" are ever pleasant, oh, Samuel Rogers!

One very rainy day, when even bright, clean Paris looked dirty and miserable, we found ourselves at the entrance of a stately edifice. Up stairs we went, we and our companion, and were speedily ushered into the presence of one, who, it was easy to discover, had in some way or other "left footprints on the sands of time." We sat down within a lofty library, surrounded by authors of every age and country, and by prints of contemporary savans; pamphlets were heaped on every chair, and the whole chamber was in a sort of orderly disorder. As we sat there, the rain dashing against the windows, our ears assailed by a mingled torrent of French and English, which was as an unknown tongue to our unsophisticated intellects, our hearts softened by letters from beloved ones; in "a far countrie" which had just been put into our hands : it was natural that our thoughts should fix themselves tenderly and earnestly upon the lonely man before us. The tall bent frame, the deeply furrowed cheeks, the nearly sightless eyeballs, the matted, grizzled locks, the touching expression of intense melanchely and disappointment, told of a strangely memoried and chequered existence. And it was so. Those eyes had wept the bitterest tears of bereavement, and gazed unmoved upon pointed cannon; that hand had directed the heavenward telescope, and signed senatorial mandates; that voice had instructed from the chair, and rebelled upon the tribune! It was Arago—the widower, the biographer, the philosopher, the statesman, the republican! and as we rambled through the spacious halls of the Observatoire, built by Louis Quatorze, and gazed from its summit upon the noble view of that strange, incomprehensible, rebellious, crime-stricken Paris, lying so peacefully stretched out before us, we felt it was just the sort of home we could have imagined for that lonely and majestic man; and we longed earnestly that the eye-nerves which had been scathed by the shock and lightning of the cannon, levelled against them, might be restored by the great Light-giver, and that the heart, again and again bruised and broken, might be tenderly bound up by the Healer and the Comforter!

A few nights after, when rumours of approaching battle and bloodshed filled the ear and the mind, without exciting the terror with which in dear old Scotland we had imagined such a possibility, we drove along the pretty and gaily-lighted streets and boulevards of Paris. There was a strange contrast and fearful significance, however, in the mounted guards at each corner of the streets, telling of increased danger and increased vigilance; and our thoughts and conversation were unavoidably led to the horrors of the past and the probabilities of the future, till, upon finding ourselves in the midst of a cheerful home, it was like awaking from a painful dream. it was that rare thing, a home in Paris—a home in France! There stood the statesman, the guider of kings, the ruler over the interests of France, deposed from his high estate, it is true, and voiceless and nameless in the cabinets of Europe, but surrounded by loving and beloved, graceful and accomplished sons and daughters, and by attached and admiring friends and relatives. The rooms, though neither large nor lofty, were elegantly furnished, and contained a few good pictures, some of them presents from crowned heads, and a fine musical instrument, sweet sounds from which doubtless more frequently cheered the ex-minister's heart, than in the brilliant, but unmusical hurry of prosperity. The simple, polished, and urbane manners of the author of "Civilisation" and the almost Scotch frankness and kindness of his family-all of whom worship in a Presbyterian temple—might have made us doubt whether we had really crossed the channel, had it not been for the rapid sounds on all sides of that language which is pre-eminently the language of conversation. Another circumstance also recalled us from the dream of home security, and sent us through the dark night to our hotel, with a relapse into gloomy forboding and melancholy remembrance. In one corner of the room hung a portrait of a venerable lady, the mother of our host, who had died but a short time before, at a very advanced age, and who, during a long life, had worn perpetual mourning in memory of her gallant husband, Guizot's father, who had perished upon a Parisian scaffold.

Then, on another day, we entered the house of that strange medley of poet and patriot, Lamartine. We had seen and watched him in his place in the National Assembly, and now we gazed very earnestly around his dwelling, and carried away many thoughts with us. With all his affectation, and sentimentality, and Frenchness, the heart clings to the little child learning and loving the Bible stories at his mother's knee, to the idolizing and motherless son of later years, to the sorely-stricken and bereaved father, to the author ever and anon striking some innermost chord of the soul and spirit, to the lonely eastern traveller, to the fearless orator, standing with folded arms amidst infuriated thousands. The beautiful rooms were adorned with masterly paintings, by the English wife of Lamartine -the mother of "Julia" - who spoke to us with simple and dignified affection of her absent husband, once the idol of the multitude, then in comparative neglect and obscurity. She showed us a magnificent picture and noble looking bust, both bearing a strong resemblance to the man of the present; but how different, in their proud beauty, to the young weeper over the strains of Tasso, to the merry gatherer of the vineyard grapes, and the tender of the wild goats upon the mountain !-- a dreamer it is true, but little dreaming of all the vicissitudes of feeling, of position, of action, which have since been his lot. Something better, we trust, than our national vanity, made us earnestly wish that Lamartine had been born among the heathered hills of Scotland, with an earnest Scottish soul within

Genius, without religion, is but as the bird shorn of its wings, as the arrow chained to the earth, as the crown stripped of its gems and gold. Genius, to be all-powerful, all-beautiful, must be clothed with the beauty of holiness, with the diadem of righteousness; it must drink at the Fountain of Light, in whose light alone it can see light; it must wonder and adore at the shrine not only of the God of nature, but of the God of salvation; it must recount the august and heroic deeds of Him; who died for and loved the unlovely and the unloving, and it must work the works of Him who sent it. O! what sight is so beautiful, and alas! so rare, as genius and religion united—the rich gift given back in joy and gratitude—the ten talents traded with to the uttermost—the vivid perceptions of gladness and grief subdued and chastened, till they meekly wait for the time of fullest joy and no sorrow—and the mighty influence over heart and soul, friend and brother, stranger and alien, wielded for the winning of unsaved souls?

It is indeed true that the homes of living genius are instinct with. thrilling thought and expression, each sight and sound acquiring a strange power, from having been seen and heard by those so nobly dowered from heaven. Yet is there a home which excites a deeper interest still—a home with narrow walls, within which there is no. blazing hearth-fire, no social jest, no cradle song—the long home ofthe dead! In one sense, genius can never dio; its words are like the fabled sentences in the frozen regions, which though inaudible at the moment of utterance, resound wondrously through the air in the time of thaw. Its works are like the stately lions and winged bulls of buried Nineveh, which gaze as majestically upon other ages and other countries, as when first hewn from the rocks of a thousand years ago; its names are not born to die, but, like the floods and the hills, will last while the world lasteth. But the body can die. The eyes that so pierce into our souls with their living light will be quenched; the lips which speak such thrilling words will be for ever silent; the brow of loftiest look and deepest expression will be unclothed and ghastly. And the soul can die. Ah, upon none will the second death—the everlasting chains and darknesscome with more vivid and frightful power, than upon those whose very being seemed to consist of light, and life, and liberty! Who will mourn over the past so acutely as those who "lacked but one thing" -so near and yet so far? Who will suffer so keenly where

there is no enjoyment, as those who suffered and enjoyed upon earth like none others? Who will know so fearfully, and learn so rapidly, as those who had followed hard after all knowledge but that of God? Alas, alas, for unsanctified genius!—Hogg's Instructor.

### Pouths' Department.

## "WHY DO THE FLOWERS BLOOM, MOTHER?"

BY J. E. CARPENTER.

"Why do the flow'rets bloom, mother, Why do the sweet flowers bloom; And brightest those we rear'd, mother, Around my brother's tomb ?"
To fill the world with gladness, My child, were flow'rets given,—
To crown the earth with beauty, And show the road to Heaven!"

"Then why do the flow'rets fade, mother, Why do the sweet flowers fade. When winter's dreary cloud, mother, Earth's brighter scenes pervade? My child, those flow'rs that wither, Have seeds that still remain, That the sunshine and the summer Restore to life again!

"And shall not those that die, mother, Come back to life once more, E'en as the rais and sun, mother, Those beauteous flow'rs restore?" Yes,—yes, my child, such powers To human flow'rs are given, Hers earth's frail flow'rs may blossom, But we may rise—is Hesses!"

## ILLUSTRATIONS OF ASTRONOMY.

No. 4.

PHYSICAL CONSTITUTION AND APPEARANCE OF THE SUN AND PLANETS.

To measure the celestial bodies is almost as great and difficult a task as to measure their distances from each other. The ingenuity and skill, with which man has been endowed by his Creator, have, however, enabled him to accomplish the one with as much accuracy and precision as he has approximated to the other.

Physical Constitution of the Sun.—Concerning the physical nature of the sun, very little is known. As before said, it appears, when seen through a telescope, like a globe of fire, in a state of violent commotion or ebullition. La Place believed it to be in a state of actual combustion, the spots being immense caverns or craters, caused by eruptions or explosions of elastic fluids in the interior.

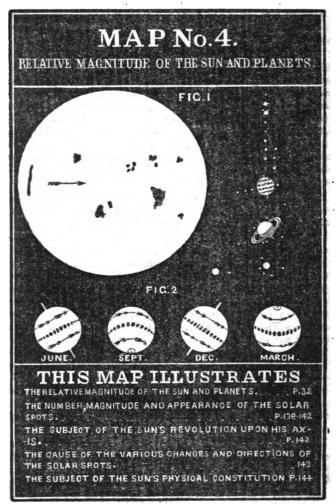
The most probable opinion is, that the body of the sun is opaque, like one of the planets; that it is surrounded by an atmosphere of considerable depth; and that the light is sent off from a luminous stratum of clouds, floating above or outside the atmosphere. This theory accords best with his density, and with the phenomena of the solar spots.

Of the temperature of the sun's surface, Dr. Herschel thinks that it must exceed that produced in furnaces, or even by chemical or galvanic processes. By the law relative to the diffusion of light, he shows that a body at the sun's surface must receive 300,000 times the light and heat of our globe; and adds that a far less quantity of solar light is sufficient, when collected in the focus of a burning-glass, to dissipate gold and platina into vapor.

The same writer observes that the most vivid flames disappear, and the most intensely ignited solids appear only as black spots on the disc of the sun, when held between him and the eye. From this circumstance he infers that however dark the body of the sun may appear, when seen through its spots, it may, nevertheless, be in a state of most intense ignition. It does not, however, follow of necessity that it must be so. The contrary is at least physically possible. A perfectly reflective canopy would effectually defend it from the radiation of the luminous regions above its atmosphere, and no heat would be conducted downward through a gaseous medium increasing rapidly in density.

The great mystery, however, is to conceive how so enormous a conflagration (if such it be) can be kept up from age to age. Every discovery in chemical science here leaves us completely at a loss, or rather seems to remove farther from us the prospect of explanation.

If conjecture might be hazarded, we should look rather to the known lossibility of an indefinite generation of heat by friction, or to its excitement by the electric discharge, than to any actual combustion of preponderable fluid, whether solid or gaseous, for the origin of the solar radiation.



The relative magnitude of the Sun and Planets is represented in Map. 4, Fig. 1. The scale of the charts is the same as in No. 2—namely, 40,000 miles of diameter to an inch. As the sun is 886,000 miles in diameter, he is drawn 2½ inches across, to show his true magnitude as compared with the planets. These may be seen on the right side of the map, commencing with Mercury at the top, and passing downward to Herschel. Neptane is opposite to Herschel on the left.

The secondary planets will be seen around their primaries.

The magnitudes of the primary planets as compared with the earth, are as follows, viz.:

Mercury, 18	Ceres,	132
Venus, To	Pallas,	2,2
Earth, 1	Jupiter,	1,400
Mars,	Saturn,	1,000
Vesta, TITO	Herschel,	90
Astræa, unknown.	Neptune,	90
Juno, The		

The sun is 1,400,000 times larger than the earth, and 500 times larger than all the other bodies of the Solar System put together. It would take one hundred and twelve such globes as our earth, if laid side by side, to reach across his vast diameter.

The moon's orbit is two hundred and forty thousand miles from the earth. Now, if the sun was placed where the earth is, he would fill all the orbit of the moon, and extend more than two hundred thousand miles beyond it on every side! What is a globe like ours compared with such a vast and ponderous body as the sun?

\* Herschei's Treatise on Astronomy.



General Remarks respecting the Sun—its Magnitude, Sec.—Of all the celestial objects with which we are acquainted, none make so strong and universal an impression upon our globe as does the Sun. He is the great centre of the Solar System—a vast and fiery orb, kindled by the Almighty on the morn of creation, to cheer the dark abyse, and to pour his radiance upon surrounding worlds. Compared with him, all the solar bodies are of inconsiderable dimensions; and without him, they are wrapped in the pall of interminable night.

The sun is 886,000 miles in diameter. Were a tennel opened through his centre, and a railway laid down, it would require, at the rate of thirty miles per hour, nearly three and a half years for a train of cars to pass through it. To traverse the whole circumference of the sun, at the same speed, would require nearly eleven years. His diameter is 112 times that of the earth, and his mass 1,400,000 times as great. He is 500 times larger than all the rest of the Solar System put together. The mean diameter of the moon's orbit is 480,000 miles; and yet, were the sun to take the place of the earth, he would fill the entire orbit of the moon, and extend more than 200,000 miles beyond it on every side.

The form of the sun is that of a spheroid; his equatorial being somewhat greater than his polar diameter. The map referred to exhibits the relative diameters of the sun and planets.

Spots on the Sun-their Number .- By the aid of telescopes, a variety of spots are often discovered upon the sun's disc. number is exceedingly variable at different times. From 1611 to 1629, a period of eighteen years, the sun was never found clear of spots, except for a few days in December, 1624. At other times twenty or thirty were frequently seen at once; and at one period in 1825, upwards of fifty were to be seen; over one hundred are sometimes visible. From 1650 to 1670, a period of 20 years, scarcely any spots were visible; and for eight years, from 1676 to 1684, no spots whatever were to be seen. For the last 46 years, a greater or less number of spots have been visible every year. For several days, during the latter part of September, 1846, we could sount sixteen of these spots which were distinctly visible, and most of them well defined; but on the 7th of October followin, only six small spots were visible, though the same telescope was used, and circumstances were equally favourable.

Nature of the Selar Spots.—The appearance of the solar spots is that of a dark nucleus surrounded by a border less deeply shaded, called a penumbra. They are both well represented on the map. When seen through a telescope, the sun presents the appearance of a vast globe, wrapped in an ocean of flame, with the spots, like incombustible islands, floating in the fiery abyss.

Concerning these wonderful spots a variety of opinions have prevailed, and many curious theories have been constructed. Lalande, as cited by Herschel, suggests that they are the tops of mountains on the sun's surface, laid bare by fluctuations in his luminous atmosphere; and that the penumbre are the shoaling declivities of the mountains, where the luminous fluid is less deep. Another gentleman, of some astronomical knowledge, supposes that the tops of the solar mountains are exposed by sides in the sun's atmosphere, produced by planetary attraction.

To the theory of Lalande, Dr. Herschel objects that it is contradicted by the sharp termination of both the internal and external edges of the penumbræ; and advances as a more probable theory, that "they are the dark, or at least-comparatively dark, solid body of the sun itself, laid bare to our view by those immense fluctuations in the luminous regions of the atmosphere, to which it appears to be subject." Prof. Olmsted supports this theory by demonstrating that the spots must be "nearly or quite in contact with the body of the sun."

In 1773, Prof. Wilson, of the University of Glasgow, ascertained by a series of observations that the spots were probably "vast excavations in the luminous matter of the sun;" the nuclei being their bottom, and the umbre their shelving sides. This conclusion varies but little from that of Dr. Herschel, subsequently arrived at.\*

Magnitude of the Solar Spots.—The magnitude of the solar spots is as variable as their number. Upon this point the map will give a correct idea; as it is a pretty accurate representation of the

sun's disc, as seen by the writer on the 22nd of September, 1846. In 1799, Dr. Herschel observed a spot nearly 30,000 miles in breadth; and he further states, that others have been observed whose diameter was upwards of 45,000 miles. Dr. Dick observes that he has several times seen spots which were not less than 15 of the sun's diameter, or 22,192 miles across.

Revolution of the Sun upon his Axis.—The axis of the sun is inclined to the scliptic 7½°, or more accurately 7° 20°. He revolves in the same direction in which the planets revolve around him, and the time occupied in making a complete sidereal revolution is 25 days 10 hours. But when a particular spot has arrived opposite any particular star from which it is started, in the direction of which the earth was 25 days and 10 hours before, the earth is found to have advanced some 24°, or 1,700,000 miles in her orbit; and the sun must setually turn a little more than once round, to appear to make a complete revolution to a beholder on the earth. His synodic revolution consequently requires 27 days, 7½ hours, or near 46 hours more time than his sidereal revolution.

Direction, Motions and Phases of the Solar Spots.—As the result of the sun's motion upon his axis, his spots always appear first on his eastern limb, and pass off or disappear on the west.

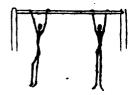
The figure of the sen affects not only the apparent selecity of the spots, but also their forms. When first seen on the east, they appear narrow and slender, as represented on the left of Fig. 1. As they advance westward, they continue to widen or enlarge till they reach the centre, where they appear largest, when they again begin to contract, and are constantly diminished till they disappear.

Another result of the revolution of the sun upon an axis inclined to the ecliptic, and the revolution of the earth around him, is, that when viewed from our moveable observatory, the earth, at different seasons of the year, the direction of the spots seems materially to vary. This fact is illustrated by fig. 2. In June we have, so to speak, a side view of the sun, his pole being inclined to the left. Of course, then as he revolves, his spots will appear to ascend in a straight line. In September we have passed around in our orbit, to a point opposite the south pole of the sun, and the spots seem to curve upward. In December we have another side view of the sun, but we are opposite the point from which we had our first view, and on the other side of the ecliptic. The result is, that the poles, of the sun are now inclined to the right; and the spots, in passing over his disc, incline downward. The polar inclination of the sun, as given in the figure, is greater than it actually is in nature, the present design being merely to illustrate the principle upon which we account for the peculiar motion of the solar spots.

## PHYSICAL TRAINING IN SCHOOLS. GYMNASTIC EXERCISES.

CONTINUED.

No. III.

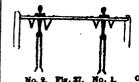


Action 63. In this action the gymnast walks on the hands along the pole; the hands being placed over the pole on the same side with the body (fig. 36. No. 1).

Action 64. This action is the same as the preceding; only that the hands are under, or grasping the pole on the opposite side of the body.

No. 2. Fig. 26. No. 1.

Action 65. In this the gymnast walks from one end of the pole to the other; the hands being placed over the pole on each side, face opposite the upright post; first forwards to one end, then backwards to the other (Fig. 36, No. 2).



Action 66. This action consists in rising up and looking over the pole, hands over, three times (fig. 37, No. 1).

Action 67. The same as the preceding, only with the hands under (fig. 37, No. 2).

Action 68. The hands are to be placed on each side of the pole, and then the shoulders are to be brought alternately up to the pole; each shoulder three times,





Action 69. This consists in jumping along the pole, the hands over en one side.

Action 70. The same as the preceding, only hands under-

Action 71. Hands on each side jumping along the pole. In these last three actions it is advisable to draw up the body a little before making the spring or jump forward.

Action 72. In this the person forms the letter L, by hanging by both hands on the pole, and then endeavouring to bring the legs into a horizontal position.

7

Action 73. In this action bring the instep up so as to touch the pole (fig. 38).

Action 74. The hands are fixed on each side of the pole, and the gymnast then throws each leg over alternately.



Action 75. At first the same as action 73: then keep the instep firm against the pole, and bring the body between the arms as in the illustration (fig. 39).



Action 76. The hands are fixed on each side of the pole, and the legs are to be brought up on the outside of each arm (fig. 40).



Action 77. In this action both hands being fixed on one side, the legs are brought between the arms (fig. 41).



Action 78. In this the gymnast swings, and jumps up as he swings back, and comes down on the pole again (figs. 42 and 43).



Action 79. This action consists in getting up on the pole. First throw the right leg over the pole, then, with a spring bring up the right elbow; lastly, by another spring, bring up both arms straight, so as to sit across the pole (fig. 44).



Action 80. Draw up the body as high as posonce if possible, or one at a time; then rise gradually; the whole of the body being on one side of the pole; change the position of the hands, and come gradually over the pole till the feet touch the ground (fig. 45).

Action 81. In this action the hands are fixed one on each side; then jump and change hands; first, with knees bent; second, with the knees straight.



Action 82. Rise up as high as possible, and throw the arms over the pole, holding firmly by them (fig. 46).



Action 83. Rise up as before, and try to keep up the body by the right arm only: and then with the left arm (fig. 47).



Action 84. In this action the hands being either over or under the pole, raise the legs up in front, and go quite over the pole (fig. 48).



. Iction 85. In this action one leg is to be fixed over the pole, the knee being bent; and then swing completely round (fig. 49).



Action 86. Sit across the pole, and swing round, holding tight, the hands being fixed on each side of the pole (fig. 50).



Action 87. Get upon the pole as in a previous action, then bring both legs over the pole, so as to sit thereon: then gradually lower the body so as to swing with arms behind (fig. 51).





Action 88. Get up and over, as in the last action; then catch the pole with bent arms separately; then catch hold of the trousers, and swing backward completely round (fig. 52).

Action 89. Hold the pole by the right arm, then grasp the wrist with the left hand, and try to draw yourself up; then perform the same action with the left arm.



Action 90. In this action the letter L is formed by hanging by one arm, see action 72 (fig. 53).



Action 91. Kueel upon the pole, hands on each side, and swing off the pole (fig. 54).

Action 92. Hanging by both hands on the same side at one end of the pole, and turning from one side of the pole to the other, till you have reached the other end.



Action 93. In this action the gymnast commences as in action 77, then passes the legs completely through, and hangs them down; he then draws them gradually back between the arms (fig. 55). This action can only be performed by the experienced gymnast without danger: with him there is none.



hands on each side, face towards the post, swing backwards, and eatch the pole with the toes, and hang down, as in the annexed figure (fig. 56).



Action 95. First throw the right leg over the pole, then with a spring bring up the right elbow in this position; throw the left arm over the pole, and hang in that position (fig. 57).

(TO BE CONTINUED.)

#### THE TRUE PRINCIPLE OF COMMERCE.

In his late speech at Buffalo, Kossuth thus elucidates his idea of commerce as it should be :—

"Commerce, as I understand it, is that noble spirit of enterprise with its fingers applied to the pulsation of present conjunctures, but with its eyes steadily fixed upon the future—the heart warmed by noble sentiments of patriotism and philanthropy, connecting individual profit with the development of natural resources and of national welfare, spreading over the masses of the people like the dew of heaven upon the earth, and breaking a road of national activity, upon which the flowers of prosperity will grow from generation to generation—such a commercial spirit is a rich source of national happiness—the guaranty of a country's future, the pillar of its power, the vehicle of civilization, and the locomotive of principles."

The best remedy for eyes weakened by night use, is a fine stream of cold water frequently applied to them.—London Lancet,



# Miscellaneous.

#### THE VOICE AND SMILE OF SUMMER

Oh! where is the voice of the summer heard? In the flow of the stream, in the song of the bird; In the hum of the honey-laden bee; In the sound of the reapers' songs of glee; In the sweet, sad note of the nightingale's song: Such music doth only to Summer belong.

Oh! where is the smile of the Summer seen? In the golden cups that spring o'er the green; In the light that maketh the bright blue sky Shine like a golden canopy!
But Summer its sweetest smile bestows,
On the crimson leaves of the blushing rose!

Surely, if heaven has given to earth,
One thought, in which we may guess its mirth,
'Tis the radiant smile of the summer glow,
As it wakes into life all things below,
But we are as captive birds, that sigh
To wing our flight to a brighter sky.

C. L. B.

#### OPENING OF THE IRISH INDUSTRIAL EXHIBITION.

The Exhibition of Irish industry, at Cork, was opened on the 10th ult., by the Lord Lieutenant and the Countess of Eglington. The whole proceedings were as grand (on a smaller scale) as the royal opening of the Crystal Palace in May, last year, and commenced in like manner with the singing of the Hallelujah chorus. The addresses were read from the executive committee and the corporation of Cork, interchanging compliments with his excellency, who crowned the proceedings by knighting, with vice-regal privileges, the Mayor, Mr. William Hackett. Having gracefully performed this office, the noble viceroy declared the exhibition opened.

The grand saloon, in which the ceremony of the inauguration took place, is 182 feet in length by 53 feet in breadth, and 50 feet in height. It is covered with an arched roof, which is composed along the centre of glass. The entire structure is built of yellow pine wood, the walls and arched ceilings being divided into compartments by richly tressellated girders.

The north end of the hall opens by a lofty arched entrance into a vestibule, at the extreme end of which is a gallery. The aspect of this noble structure is truly magnificent.

At a grand banquet which took place, the chairman proposed the health of Lord Eglington, who responded in part as follows:—

66 Tr. carvings of Austria, the malachites of Russia, the porcelain of Sevres, or the velvets of Genoa, but we have the marbles of Cork, of Kilkenny, and of Connemara. We have our linens, our tabinets, we have our lace embroidery, we have the results of the industry of the sons, and the handiwork of the fair daughters of Erin. But allow me to ask, what is there that the genius of Ireland cannot accomplish, whether it be the highest efforts of human ambition, or the humblest essay of talent? Does not Irish blood flow in the veins of the widest empire that the world has ever seen? Does not Irish blood flow in the veins of him whose career of glory not one defeat, not one selfish act has tarnished? Does not the capapacious mind of Wellesley spring from an Irish stock? Was it not Irish genins that shone in the calm and illustrious eye of Canning, which sparkled in the wit of Sheridan, gave command to Burke, lent point to the irony of Tiernay, and taught Goldsmith to write of nature-which taught your own Moore to breathe forth words of beauty-words of fragrance-as sweet as your own harp, but nervous as the arm by which it was struck? And to come to your own county, or even to your own city, was it not the genius of Cork which made Curran what he was ? I would ask you, does modern art own a better or more worthy votary than Maclise? Would that all Ireland could have seen what we have seen this day-would that she had seen the peaceful strife, the honest emulation, which Cork has given birth to! Gentlemen, it is not often that the representave of the sovereign in this country has an opportunity of speaking to those whom he governs-rarely, if ever, to an assembly like this. But I seize upon it with great eagerness, because there is nothing nearer to my heart than to try and persuade the people of Ireland that I am actuated by the most earnest desire for their welfare. I pledge to you my honour that I already feel affection for the warm-hearted people among whom I find myselfI already love this beautiful Island which is placed under my charge, which I look upon as a trust which has been committed to me—not only as one for which I must answer to my sovereign and my country, but one for whose evil or good fulfilment I must hereafter answer to my God."

## ERRORS IN RESPECT TO SCHOOLS CORRECTED.

No. 4.

(By the Rev. Dr. Sears, Secretary of the Massachusetts Board of Education, in his last Annual Report.)

The next point in order, in respect to imperfect instruction in the schools, is the want of a strictly progressive system in the course of studies. Reference is here had, not to what is demanded by the nature of the mind in respect to the laws of its growth, but to the order suggested by the subjects themselves and their dependence upon each other. It is not impossible to regard the law of mental developement, and yet at the same time to arrange the various studies according to their natural sequence. To follow this order, it would be necessary to begin with the simplest elements of knowledge, the germ of all subsequent attainments, and proceed to that which most immediately grows out of it. Not that all elementary knowledge is equally necessary, or that all the branches of education may be developed from a single principle. The most essential elements of those studies only which are appropriate to the Common Schools, are here the proper objects of attention, and all the rest may be set aside. As these are not identical or even very similar in their character, -those, for example, of arithmetic and geography,—they must each have a beginning of their own. This is obvious enough. In organizing the parts of a single study there is no great difficulty to one who thoroughly understands the subject. But how to arrange different studies, how many to place in parallel courses, how to proportion them, how to connect them with kindred subjects as the pupils advance, beginning with a few threads and ending with a complete web, are questions not so easily disposed of. Language is the most comprehensive of school studies. It involves a knowledge of objects, which spread over a very wide surface. It relates to a voice, in articulation and purity of sound, and easily connects itself, through elecution, with music. It has to do with written characters, and ultimately leads to writing and even to the kindred art of drawing. It embraces the mechanical process of spelling and reading, and consequently the great labor of mastering our orthography and the contents of the books read in schools. It requires a knowledge of the structure of sentences. and logic. All this must be contemplated in arranging elementary studies in reference to the English language. Though it may not be necessary to teach them all, still they must be kept in view on every step taken, so that it may always be known not only whence the pupil comes, but whither he is going. With some modifica tions, similar remarks might be made of the knowledge of numbers, as tending in every direction and branching out into various sciences. Most of the courses of study pursued in the schools are quite too miscellaneous. Some things which are fundamental are omitted. Many are introduced which it would be better to postpone to a later period, or leave to be learned in practical life. In the studies which are judiciously selected, there is not unfrequently a want of proportion and proper sequence. All these evils spring rather from negligence than any other cause. If the proper persons would earnestly turn their thoughts to the subject, great improvements would be the immediate consequence.

In the management of the several branches of instruction is detail there are well settled principles which are not always observed by teachers. With a brief allusion to a few of these, I will close with this part of my subject. One of these is to proceed inductively, or rather analytically, in the method of teaching, wherever the nature of the subject will admit. By this is meant not that scientific analysis and mode of reasoning which can be pursued only by persons of philosophic habits, but that easy and natural process of beginning with the simplest and most obvious facts and proceeding to other connected facts, by an order which makes one step naturally follow another, and enables the child to answer the questions of the teacher from what he himself observes, rather than from what is told him. Something which can blearly be perceived is first exhibited to the class, and is noticed by each member, till the teacher is satisfied that it is well understood. In

arithmetic, it will be a single object to illustrate the number one, which will then be changed for other single objects, till the number is associated with so many of them, one by one, as to lead to an idea of its abstract nature, or its applicability to any one thing. Next, two similar objects will be presented, and the one be added to the other and then subtracted from it, till the nature and all the powers of this number are understood. In music, a sound will be presented, and imitated, and, for the sake of comparison, another will be introduced, and the difference in length, pitch and force noticed, till the pupil shall himself perceive, what by other methods would be told him, and received on the teacher's authority. In drawing, the same thing is done by presenting a straight line on the black-board, and varying its position, as vertical, horizontal, and oblique, and presenting another straight line in combination with it, making two parallel lines; a right, an acute, an obtuse angle; and then modifying these so as to produce all the forms and figures which can be made from them. And so, of a larger number of straight, curve, and waved lines, and figures produced by their combination, till the pupil shall have worked out for himself, by his own invention, the elementary principles of the art. In all these and other studies to which the method is applied, the attention of the learner is at the beginning drawn to that one point, which is the simplest and first in order, and then to another, connected with the proceeding and next in order, and so of the rest, the teacher merely directing the process, and the pupil going through with it for himself. Each step in the process is so arranged as to give the means of taking the next. Everything extraneous is carefully excluded, and all the difficulties which occur are solved by means of what has gone before. This method, which is appliable to many of the studies pursued in the schools, requires more care, labor and invention than teachers are generally willing or perhaps able to bestow. But if it be restricted to its proper uses, and skilfully applied, it is one of the best means of intellectual training. Nothing can be more valuable in respect to the formation of correct mental habits. It proceeds upon the principle of teaching nothing which the pupil can find out himself. The knowledge, too, thus acquired, is all perfectly arranged and grouped in the mind so as to prevent confusion, and thereby facilitates the work of the memory no less than of the understanding.

In studies which have not this unity of character, the complexity must be overcome by a similar process, by separating its perts from each other, so that the difficulties which would otherwise be accumulated may be taken one by one, and easily disposed of. To do one thing at the time is generally the right method in such cases. There may be instances in which two things are so reciprocal in their influences upon each other, that they appear simplest when taken together. Such cases are easily distinguishable, and can be treated according to their peculiar naure. But in most studies which are agglomerate in their nature, as orthography, reading, geography, and the like, the danger lies on the side of overwhelming the mind with too many things at once. It then becomes necessary to exclude what is not essential to the subject, to postpone what is not fundamental or strictly elementary, and to arrange the remainder in such a way that the part which sheds most light on the rest shall always precede.

It is scarcely a less important principle in teaching, to make sure of what has once been learned, either by constantly reviewing it, or by frequently using it in the subsequent part of the course. Every review shall be conducted in some new way, so that the same principle shall re-appear under ever-varying forms. The novelty of its new appendages will keep up a fresh interest in the mind, while the previous knowledge of the general subject will cause the light easily to break in and shine in all its parts. That which is essential will come to be clearly distinguishable from that which is accidental, and will consequently be more clearly comprehended. The want of attention to this obvious truth renders the knowledge acquired in the schools often exceedingly insecure, many things fading from the memory in order to make room for others. Nothing that is learned at this period should be allowed to be forgotten. Whatever is not worthy of being remembered is not worthy of a place among the appointed studies. The habit of forgetting some things, when attention is turned to others, is so great an evil in itself, and so disheartening to the learner, that it is better to know perfectly and retain easily and securely a part, than to have many studies pass through the mind as clouds sweep through the sky.

Difficult studies should have so much time devoted to them daily, at the beginning, as to render them samiliar and attractive within a moderate period. E. rly success brings with it high mental gratification, the best means of creating a permanent interest, and securing energy and diligence in study. Such studies should alternate with others that are already familiar or easy, and that are adapted to recreate the mind, by calling into exercise other and dissimilar faculties. This power of relieving the understanding or memory when fatigued, by exercising the taste and imagination, as well as the organs of the body in vocal training, drawing and the like, has not yet received due attention. Such things are to the mind what oxygen is to the lungs, they renovate it, and speedily put it in a condition for renewed exertion. The mind can no more continue to work through one of its faculties without rest or change, than the body can through one set of its muscles. Change, at suitable intervals, is the law of life to both. Those studies, therefore, which furnish mental reaction, can be introduced into schools without any loss of time. As much can be accomplished in the severer studies, in connection with them, as without them. The skilful teacher will manage to keep the minds of his pupils in good condition and in the right mood, as a musician will keep his instrument rightly tuned and pitched, and will skilfully introduce those changes in successive exercises, which will keep the mind in the best working order.

#### THOROUGHNESS IN EDUCATION.

The necessity of thoroughness in every department of education ought to be ever present to the teacher. From the want of it pupils are sometimes blamed when the fault is not really theirs. The necessity is admitted by all writers on education; and we are far from thinking that we can throw any new light on the matter. But a few sentences by way of illustration, and of "stirring us up by putting us in remembrance," may not be without their use. late Dr. Bell's advice on this matter is, we think, sound and valuable. "Never quit a letter, a word, a line, or a verse, or a sentence, or a paragraph, or a section, or a chapter, or a book, or a task of any kind, till the learner is well acquainted with it." According to the same authority, it is thoroughness, or the want of it -or, as he styles it, perfect or imperfect instruction, that constitutes the main difference between one school and another. And he goes on to caution the teacher against supposing that he has done his duty so long as there is a single child in the school who does not make daily progress according to his capacity, who is not perfectly instructed in each lesson as he goes along.

It may be difficult or impracticable to follow out this advice entirely; but we believe the more it is acted upon, the more comfort will the teacher have in his labours, and the more profit and pleasure will the pupil derive from them.

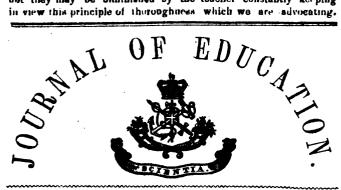
It is this principle of thoroughness, so far as it is carried out by frequent repetition, which constitutes the value of the exercise-books of Ollendorff, and Arnold, and other writers who have followed that system.

Who has not heard of the surprising results produced by Jacotot, by means of his system of "Universal Instruction f" On investigation it will be found that the one principle by which these results were produced was thoroughness, at every stage of the pupil's progress.

When children are allowed to pass over one step in their instruction without mastering it, they are the less able to surmount those which follow, and thus they are led to form a low and unjust estimate of their own abilities. They cease to make any effor to overcome difficulties, from a vague impression that they are sure not to succeed. It ought to be borne in mind that the object of an elementary education is not to supply the pupils with a given amount of information, but to furnish them with the means of obtaining it.

This is too often forgotten, and the teacher, in haste to get his pupils on rapidly, and to please the parents by the appearance of progress, drags them through a merely surface teaching, and and leaves them in reality worse than he found them; for he has confirmed them in desultory habits which unfit them for any vigorous concentrated effort of the mind. Under such a system a cortain readiness of memory and smartness may be attained, but it merely serves for the time, and proves to be no real acquisition.

There are but few teachers who have not had to feel annoyance at the failure of their pupils, when blought to the test of an examination in some branch of knowledge involving principles which they have been laboriously taught, but which they have not thoroughly mastered. These failures cannot, of course, be remedied, but they may be diminished by the teacher constantly keeping in view this principle of thoroughness which we are advocating.



TORONTO, JULY, 1852.

#### BASIS OF THE SCHOOL APPORTIONMENT FOR 1852

In connexion with the accompanying Circular to the Clerks of the various Municipalities in Upper Canada, notifying them of the apportionment of the Legislative School Grant for 1852, we give the following explanatory remarks by the Chief Superintendent, on the basis selected to make that apportionment.

Each of the successive school Acts for Upper Canada has contemplated the census of the country as the basis of school apportionment to the various municipalities, but has allowed another basis of apportionment in the event of a defective census. Unfortunately, no full and accurate census of the whole population has been taken until the commencement of the current year; and, during several years, the school population, as reported by the local school authorities, has been adopted as the best basis of apportioning the school moneys. Having been long convinced that these returns were, in many instances, partial or defective, I gave full and explicit directions to trustees and local superintendents for compiling their annual reports for last year; and this year returned such reports as appeared to have been carelessly or inaccurately compiled, with additional suggestions for their correction. I also addressed a Circular to the census commissioners, in the various counties, for copies of the population returns of their respective counties; and I applied to the provincial board of statistics, at Quebec, for the same purpose. I have not even yet received reports from all the local school superintendents. I have received copies of the population returns from several of the census commissioners, and very courteous answers from them all; but it was not until the last week in June, that I succeeded in obtaining, by personal application at the statistical office, in Quebec, complete returns of all the townships, (with one exception) cities, towns, and villages in Upper Canada.

The apportionment of the legislative school grant for the current year, is, therefore, based upon the population returns of the census commissioners—the official census of the province—and not upon the school population returns of the local school authorities. there has been gross exaggeration in the school population returns of many school divisions, in order to obtain as large an apportionment as possible from the school fund, may be fairly inferred from the fact, that by the present school Act imposing severe penalties in case of conviction of making false returns, in order to obtain an undue share of the school fund, the gross number of children of school age in Upper Canada, according to the local school reports recently received at this department, is nearly four thousand less than that reported the year preceding; whereas, according to the increase of the population at large, the school population must have been at least ten thousand more in December, 1851, than it was in December, 1859. Though the aggregate sum apportioned in support of common schools in Upper Canada, in 1852, is about the same as last year, there will be found to be considerable variation in the amount apportioned to the counties, townships, cities, towns and villages respectivelythe boundaries of several counties having been altered by legislative enactment, several villages having become incorporated into muni-

cipalities, besides the variation in the population returns of the census commissioners, and those of the local school authorities. think the apportionment of the legislative school grant for the current year, is the most equitable which has yet been madewithholding from some municipalities what they have heretofore obtained by exaggerated school population returns, and giving to other municipalities what they would have been heretofore entitled to receive, had others made as honest returns as themselves. It should also be recollected, that in some counties, townships, cities, towns, and villages, there is a much more rapid increase of population than in others.

## [OFFICIAL.]

Circular to Clerks of Counties, notifying them of the Apportionment of the Legislative School Grant for the year 1852.

Sin:—I have the honor to transmit herewith, a certified copy of the apportionment of the legislative school grant for the current year, to the several townships of the county municipality of which you are clerk. You will please notify each local superintendent in your county of this apportionment, so far as it relates to his charge, as provided in the 1st plause of the 31st section of the school Act.

For the convenience of the public, His Excellency the Governor General has been pleased to direct that, hereafter, the legislative school grant for Upper Canada shall be payable by this Department, Toronto, instead of at the Office of the Honorable the Receiver General, Quebec.

The amount apportioned to your county will be paid to your treasurer, or his attorney, at this Office, upon application, in terms of my recent Circular to wardens of counties, dated the 1st of May last. In addition, I have to state, that no part of the apportionment, although made, will be paid to any of those counties and townships, (as enumerated in the annexed note\*) from which no certified abstract of the school accounts for last year has been transmitted by you to this Office, as required by the 5th clause of the 27th section of the school Act—nor until such abstract shall have been received at this Department. From those counties and townships not enumerated in the note, satisfactory abstracts of school accounts have been received, and are hereby acknowledged. The clause of the Act referred to, requires each county council " to appoint annually, or oftener, auditors, whose duty it shall be to audit the accounts of the county treasurer, and other officers, to whom school moneys shall have been intrusted, and to report to such council; and the county clerk shall transmit to the Chief Superintendent of Schools, on or defore the kirst day of March in each year, a certified copy of the abstract of such report, and also give such explanation relating thereto, as far as he may be able, which may be required by the Chief Superintendent." In the 40th section of the Act, it is provided, "that no county, city, town, or village shall be entitled to a share of the legislative school grant,

\* The following are the Counties and townships from which no certified abstract of school accounts, for last year, has been received at the Educational Department, as authorized and required by the 5th clause of the 27th section of the school Act, up to the date of this Circular:—

1. United Counties of Stormoot, Dundas, and Glengarry.
2. Prescott and Eussell—also notice of appointment of local superinte dents, and copy of proceedings of county council on educational matter.
3. County of Carleton (imperfect). [The local superintendent for the township March has not yet transmitted his report.]

	March has not lot de	meninc	a ima tahore l
. Township of	Bastard, County of	Leeds (i	mperfect.)
. 4	Burgess, South,	do. `	do.
. "	Crosby, South.	do.	do.
. "	Kitley.	do	do.
44	Bathurst.		of Lanark.
	Beck with.	do.	do.
	Burgess, North,	do.	do.
••	Darling,	do.	do.
	Elmsley, North,	do.	do.
	Lanark.	do.	do.
66	Rameay.	do.	do.
44	Sherbrooke, North,	do.	do.
••	Admeston.	do.	Renfrew.
**	Bagot,	do.	do.
44	Broinley,	do.	do.
94	Horton,	do.	do.
44	Packenham,	do.	do.
44	Ross,	do.	do.
44	Westmeath,	do.	do.

County of Hastings—also nodes of appointmen of educational proceedings of county council. County of Prince Edward.

Township of Ancaster, County of Wentworth.

26. Township of Ancaster, County of Wentworth.

27. "Binbrooke, do. do.
28. "Esquesing, do. Halton.
29. United Counties of Lincoln and Weiland.
30. County of Uxford (Imperfect.)
31. United Counties of Weilington, Waterloo, and Grey (Imperfect.)
32. do. do. Middlesex and Elgin (Imperfect.)
33. do. do. Huron, Perth, and Bruce.

The clerk of the county of Kent has not notified the department of the appointme local superintendeats, nor furnished copies of proceedings of county council on ectional matters.

without raising, by assessment, a sum at least equal (clear of all charges for collection) to the share of the said school grant apportioned to it: and provided also, that should the municipal corporation of any county, city, town, or viliage, raise in any one year a less sum than that apportioned to it out of the legislative school grant, the Chief Superintendent of Schools shall deduct a sum equal to the deficiency from the apportionment to such county, city, town, or village, in the following year."

Now, I cannot officially know or ascertain whether these conditions of the law have been fulfilled in each township, or other municipality, without the county auditors' abstracts, which should be transmitted to me, on or before the first day of March in each year; whereas such abstracts from some whole counties, and from many townships, are not forthcoming even at the present time; nor can the legislative school grant, as intimated, be paid (although apportioned) in behalf of such townships, until the provisions of the law are complied with; and all parties concerned will know to whom the blame is attributable for any delay in the payment of any part of such grant, or in the loss of it altogether, whether it be on the part of county or township officers, or both.

One reason assigned, in some instances, for not making these returns, is, that the accounts could not be obtained from the township treasurers, who had been appointed county sub-treasurers for the receipt and payment of school moneys. Now, no county council is required to appoint a sub-treasurer for school moneys unless it shall judge it expedient; nor ought it to do so without providing that every sub-treasurer thus appointed shall perform every duty in the payment and accounting for school moneys as would the county treasurer himself. The provisions of the law are very explicit on this point, requiring each county council,

Fourthly, To see that sufficient security be given by all officers of such Council to whom school moneys shall be entrusted; to see that no deduction be made from the School Fund by the County Treasurer or Sub-treasurer, for the receipt and payment of school-moneys; to appoint, if it shall judge expedient, one or more Sub-treasurers of school moneys, for one or more townships of such county: Provided always, that each such Sub-treasurer shall be subject to the same responsibilities and obligations in respect to the accounting for school moneys and the payment of lawful orders for such moneys given by any Local Superintendent within the parts of the county for which he is appointed Sub-treasurer, as are imposed by this Act upon each County Treasurer, in respect to the paying and accounting for such moneys.

In the neighbouring State of New York, the law has not allowed, from the beginning, any part of the school moneys provided by the State, to be paid (though apportioned) to any city, township, or county, without such municipality previously raising an equal sum by local tax, and attesting, under oath, to the State Department of common schools, that such sum had actually been assessed and paid for the support of common schools. Our law provides for the apportionment and payment of the moneys provided by the legislature before the raising of a like sum by tax or assessment in each municipality—only requiring that such sum shall be provided in each municipality by assessment in the course of the year, and that this shall appear by returns from each municipality, on or before the first day of March of the year following.

Now, the efficiency and progress of the school system cannot be maintained, and its noble objects accomplished, unless the provisions of the law are punctually and thoroughly acted upon by all parties concerned. These are not mere arbitrary provisions; they are means to a great end—the social elevation of the whole population of the land. And this elevation is not effected merely by schools, but by teaching and habituating the people at large to transact all their public affairs,—from the school section to the county municipality,—in a business-like manner. The accuracy, punctuality, and method observed in such proceedings, will soon be extended to all the transactions of domestic and private life, and thus exert a salutrary influence upon all the social relations and personal habits of the whole people.

I cannot therefore press too strongly upon your municipal council the subjects referred to in this Circular, as well as in my Circular to wardens of counties referred to; and as I have provided and furnished blanks for all the reports and returns, required by the school Act, I can imagine no good reason for neglect or delay in the transmission of them from any county as prescribed by the statute.

In order to remove all possible excuse for the treasurer or subtreasurers not preparing and presenting, in proper time, to the county auditors, accurate and full accounts of the school moneys received and paid in behalf of each township, I have prepared, and a here with transmit to your address, blank forms of such accounts,

with directions for filling them up-one copy of which you will have the goodness to furnish to each of the sub-treasurers of school moneys in your county, for the ourrent year. It will be recollected, that the order of the trustees, in behalf of a legally qualified teacher, (endorsed by such teacher,) and delivered to a local superintendent, will be such superintendent's authority and receipt for his cheque upon the county or sub-treasurer for the amount of such order, and that cheque (also endorsed by the teacher) will be the treasurer's receipt for the amount specified on the face of it, and will constitute his voucher for the payment of such amount, in presenting his accounts to the county oditors. For convenience, each voucher should be numbered, as provided in the blank forms of accounts herewith transmitted. To meet the case, and relieve the embarrassment of those delinquent counties and townships enumerated in the note attached to this Circular, a sufficient number of copies of the forms will be found in the parcels sent herewith. They might be filled up for last year, and transmitted to the county anditors without delay, so as to enable you to forward to me an abstract of the auditor's report, previous to the apportionment being paid to your treasurer by this Department.

I have the honor to be, Sir,
Your obedient Servant,
E. RYERSON.

EDUCATION OFFICE, Toronto, 10th July, 1852.

APPORTIONMENT OF THE LEGISLATIVE SCHOOL GRANT TO THE COUNTIES, TOWNSHIPS, CITIES, TOWNS, AND INCORPO-BATED VILLAGES IN UPPER CANADA, FOR THE YEAR 1834.

GENERAL ABSTRACT of the Apportionment of the Legislative School Grant for the Years 1850, 1851, and 1852, inclusive:-

APPORTIONED TO	тюнкь то Ін 1850.		POPULA- TION IN 1852.	In 1632.
Counties,	736 6 2 25 0 0	£ s. D. 16,952 9 6 691 9 6 829 1 6 194 10 9 126 17 6 43 3 9	816,064 56,547 53,096 11,590 11,642 1,902' 2,044	£ s. b. 16,151 6 4 1,119 3 24 1,000 12 06 213 6 11, 200 8 34 207 19 11
Grand total,	£19,008 13 10}	£19,027 1 •	952,574	£19,672 18 6

APPORTIONMENT TO THE COUNTIES AND TOWNSHIPS IN UPPER CANADA, FOR THE YEAR 1859.

		TOTAL	APPORTION-	TOTAL APPOR-
COUNTIES.	TION.	POPULA-	MENT.	TIONMENT.
		,	£ 5. D.	£ 8. D.
1. Glengarry,	17,573	I	(347 15 114)	
2. Stormont,	12,999	44,383	257 5 54 }	878 8 31
3. Dundas,	13.811		(273 6 101)	Ţ
4. Prescott,	10,476	10 710	\$207 6 9 2	267 7 81
5. Russell,	3.034	13,510	2 60 0 114	
6. Carleton,		23,201		459 3 84
7. Grenville,	18,551 )	1 .	5367 3 112	904 7 71
8. Leeds,	27,144	45,695	2 537 4 6 C	804 ( 12
9. Lanark,	25,381	99 116	3502 6 71 2	655 8 5
10. Renfrew,	7.735	33,116	{ 153 1 94 }	000 0 0
11. Frontenac,	19,150 5		(379 0 21)	
12. Addington,	15,165	42,270	300 2 91	836 11 104
13. Lennox,	7,955)		(157 8 101)	_
14. Prince Edward		17,318		342 15 04
15. Hastings,		27,408		542 9 0
16. Northumberland,-	27,136 )	55,392	537 1 4 2	1.096 6 0
17. Durham,	28,256	33,392	2559 4 8 S	1,000 0 0
18. Peterborough,	13,046	24,703	\$258 4 Ol 2	488 18 34
19. Victoria,	11,657	24,703	230 14 245	400 10 38
20. Ontario,	29,434)		(582 10 111)	
21. York,	47,700	101,950	<b>3 944 1 3 </b>	2,017 15 24
22. Peel,	24,816)	• 1	(491 3 0 )	
23. Simcoe,		27,158		537 10 0
24. Wentworth,	24,990)		(494 11 101)	
25. Halton,	18,322 }	62,971	{ 302 13 94 }	1,246 6 0
26. Brant,	19,659 )		(389 1 84)	
27. Lincoln,	16,169 2	34,017	5319 16 8 2	673 5 04
28. Welland,	17,857 \$		₹353 8 4₹ \$	
29. Haldimand,		18,788		371 16 11
30. Norfolk,		19,828		392 8 7
31, Oxford,		29,336		580 12 <b>2</b>
32. Waterloo,	23,109)		(457 7 34)	1 100 0 4
33. Wellington,	24,956 }	60,604	493 18 5	1,199 9 1
34. Grey,	12,539)	i	(248 3 41)	
35. Perth,	15,545)		(307 13 24)	717 10 00
36. Huron,	17,879 }	36,261	353 17 14 }	717 13 34
37. Bruce,	2,837 )		(56 2 113)	
38. Middlesez,	32,864 }	57,008	{650 8 8 }	1,128 5 8
39. Elgin,	24,144 5		2477 17 0 3	•
40. Kent,		15,399	(010 10 775)	304 15 51
41. Lambton,	10,811 }	25,748	{213 19 41 } {295 12 61 }	509 11 11
42. Essex,	14,937 \$		(5249 1% 04)	
Company Wheel		016.044	£	16,151 5 4
Gross Total,		816,064	نع	10,101 9 4

<sup>\*</sup> Indians and inhabitants of unorganized tracts.

		===	===	==	===
1. COURTY OF	Grana	RRY			
TOWNSELPS.	POPULA-	-	• ORTI	ONNO	MT.
	TION.		£	8.	2.
Charlottenburgh,	5,557 @ 3,842	_	109 76	19	7≹ . 9≟
Kenyon, Lancaster,	4,000	••	79	3	4
Lochiel,	4,174		82		$2\frac{1}{2}$
			0.42	1.5	113
	17,573	£	347	15	117
0.7	- . g				
2. County of Cornwall,	Srorm 4,707	ONT.	93	3	21
Binch	1,450	••	28		111
Osnabruck	4,700		93	0	5
Roxborough,	4,700 2,142		42	_ <b>7</b> ·	104
	12,999		257	5	5ł
				-	-4
3. County of	т Викв	AR.			
Matilda,	4,198	•••	83		81
Mountain,	2,764	••		14	1
Williamsburgh	4,284 2,565	••	84 50	15 15	9 3 <del>1</del>
Winchester,	<del></del>	••		10	- <b>-</b> -
	13,811		273	6	104
_	•				•
4. County of		-			_
Alfred,	584 959	••	11 18		2 24
Caledonia, East	958 3,029	••	18 59		113
Hawkesbury, East, Hawkesbury, West,	2,665	•••	52	14	10 <del>1</del>
Longueuil,	1,395	••	27	12	24
Plantagenet, North,	1,202	••	23		94
Plantagenet, South,	643	••	12	14	6‡
	10,476		207	6	9
• -	-		• •	-	
5. County of		LL.			
Cambridge,	200	••		19	2
Clarence,	700 1 631	••	13 32		1 71
Cumberland,	1,631 503	••	322 9	5 19	71 11
		••		-	_
	3,034		60	0	114
6. County of					_
Fitzroy,	2,867	••	55 50		11 54
Gloucester,	3,005 2,525	••	59 49	9 19	54 54
Gower, North,	1.775	••	35	2	71
Huntley,	2,519		49	17	71 11
March	1,125	••	22	5	34
Mariborough,	<b>2,053</b> 3,800	••	40 75	12 4	71 2
Osgood	3,050	••	60	7	3 <sub>1</sub>
Torbolton,	542		10		6
_	23,201		450	2	08
	-	•			-
7. County of	GRENY.			_	
Augusta,	5,154	••	102	0	11
Edwardsburgh,	4,779 863	••	94 17	11 1	8 7
Oxford,	4,496	••	88		8
Wolford,	3,259		64		0.1
	10 551		207	_	
	18,551		367	3	1‡
8. Courty	- or T	n.e			
Restand	3,448	. A	68	4	10
Burgess, South,	276	••	5	9	3
Creeby, North,	1,785	••	35	6	62
Crospy, South	1,578 <b>5,208</b>	••	31 103	4	71
Elizabethtown, Elmsley, South,	1,442	••	103 28	10	6 94
Escott,	1,399	••	27,	13	91
Kitley, Leeds & Lansdown, from		••	69	15	3
Leeds & Lansdown, from	1 3,492	••	65 20	3	1 71
Leeds & Lansdown, rear Yonge,	, 1,530 3,661	••	30 72	5 9	71
		••	_	<u> </u>	
	27,144		537	4	6
	 7				
9. County o	7 LANA: 2,868		56	15	3
Beckwith,	2,868 2,540	••	50	ງວ 5	3 5
Burgess, North,	1,110		21	19	
Dalhousie,	1,421	••	28	2	41 54
Darling,	670	••	13	5	21
Drummond, Elmsley, North,	2,648 2,031	••	52 <b>40</b>	8	2 114
Lanark,	2,649	••	52	8	11 <u>1</u> 61
Lavant,	98	••	1	18	94
Montague,	3,336	••	66 36	0	6
Packenham, Ramsay,	1,868 3,256	••	36 <b>64</b>	19 8	5 10
Sherbrooke, North,	399	••			
Sherbrooke, South,	487	••		12	11 <u>1</u> 91
	05 901		E00		
	25,381		502	6	71
* Assumed,—no returns h	aving bee	en rec	eive	1.	
		-			

10. County of	e Rens	REW	٠.		
Townskips.	POPULA-	API	ortn £	ONMI	d.
Admaston,	685 (	@41	i. 13	1 i	12
Blithfield,	734 200	••	14	10	$\frac{6\frac{1}{3}}{2}$
Bromley,	687	••	3 13	iĭ	ıĩ‡
Horton	1,142 1,513	••	22 28	12	01
McNab, Pembroke,	633	••	20 12	10	10 <del>1</del> 61
Ross,	708	••	14		3
Stafford,	281 1,152	••	22 22	11 16	2 <del>1</del> 0
,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,		•			
	7,735		153	ı	9‡
11. County of	- Front	T.M.A.	2		•
Redford	1,118	•••	22	2	61
Hinchinbrooke,	364	••	7	4	1
Kingston, Loughborough,	5,235 2,0 <b>0</b> 3	••	103 39		21 101
Pittsburgh,	3,258		64	9	7
Portland,	2,388 2,130	••	47 42	5 3	3
Storrington,	2,654	••		10	6
•	10.150				
	19,150		379	0	2
12. County of	ADDIN	GTO:	r <b>.</b>		
Amherst Island,	1,287	•••	25	9	5 <u>1</u>
Camden, East,	6 975	••	138	. 0	11 Î
Ernestown,	5,111	••	101 35	3 9	14
- Duometa,		••			
	15,165		300	2	91
13. Courty	- [	w. <b>.</b>			
Adolphustown	718	NUA.	14	4	21
Fredericksburgh,	3,166	••	62		24
Richmond,	4,071	••	80	11	5 <del>1</del>
	7,955		157	8	101
		_			
14. County of I Ameliasburgh,		EDW.	ard. 65	0	84
Athol.	1,621	••	32	1	72
Hallowell,	3,203	••	63	.7	104
Hillier, Marysburgh,	2,962 3,512	••	58 69	12 10	5] 2
Sophiasburgh,	2,734	•••	54	2	24
	17,318		342	15	04
-			J-1.0	10	0
15. County	DF HAST		<b>.</b>		
Elzevir, Madoc & Tudor	3,124		61	19 16	103 7
Huntingdon,	2,548	••	50	8	7
Marmora, Rawdon,	635 3,097	••	12 61	11 5	41 101
Sidney	4,574	••	90		6 <u>i</u>
Thurlow,	4,469	••	88	.8	114
i yenumaga,	6,200	••	122	14	
	27,406		542	9	0
16. COUNTY OF N	-  -	-			
Alnwick,	614	M.K.M.	12	. 3	01
Brighton,	3,725	••	73		51
Cramane,	2,993	••	59	.4	84
Haldimand,	4,634 5,008	::	91 99	14 2	3 <u>1</u>
Monaghan, South,	1,051	••	20	16	Λı
Percy,	<b>2,605</b> <b>3,</b> 725	••	· 51	11 14	12
Murray, Seymour,	2,781	••	55	70	5 <del>1</del> 94
•				<del>-</del>	
	27,136		537	1	4
17. Courty	or Dur	HAM			. •
Cartwright,	1,756	••	34		1
Cavan,	<b>4,438</b> <b>6,190</b>	••	87 122		8 <del>1</del>
Darlington,	8,005	••	158	8	71
Hope,	5,299	••	104	17	64
Manvers,	2,568	••	50	16	6
	28,256		559	4	8
10 C	- D				
18. COUNTY OF Asphodel,				,	01
Belmont and Methuen	1,678 248	••	33 4	4 18	2 <u>1</u> 2
Douro,	1,676	••	33	3	5
Editional Contract Co	1,600 675	••	31 13	13 7	4 2}
Monaghan, North	905	••,	17	18	24
Otonabee, Smith and Harvey,	3,872 9.399	••	76	12	8 10
	2,392	••	47	6	10
	13,046		258	4	0

, 19. County of	F Victo	TIA.			
TOWNSHIPS.	POPULA-		ORTIO		
D1	TION.	~ · ·	£	s.	4.
Bexley, Eldon,	1,320	@41	i. 0 26	2 2	4 i
Emily,	2,763	••	54		81
Fenelon,	590	• •	11	13	61 91
Mariposa,	3,895	••	77	1	91 4
Ops, Verulam,	2,512 571	••	49 11	14 6	0 <u>1</u>
v or unging		••		<u> </u>	
	11,657		230	14	27
	-				
20. County		LRIO.		•-	
Brock,	3,518	••		12	6
Georgina, Mara and Rama,	1,005 1,408	••		17 15	91 41
Pickering,	6,737	•••	133	6	8
Reach,	3,897	••	77	2	61
Scott,	1,028 415	••	20 8	6 4.	11 34
Thora,	1.146	••	22		71
Uxbridge,	2,289	• •	45	6	7
Whitby,	7,996	••	158	5	1
	29,434		582	111	111
	40,7UZ		302		113
21. County	or Yo	RE.			
Etobicoke,	3,410		67	9	91 7
Gwillimbury, North,	1,093	••		12	7
Gwillimbury, East, King,	3,207 6,454	••	63 127	9 14	5± 8±
Markham,	6,952	••			10
Scarborough,	4,237	::	83	17	11
Vaughan,	7,708	••	152	11	1
Whitchurch,	4,604	••	91 198	2	5
York,	10,035	••	198	14	21
	47,700		944	1	3
_	•				
22. Соинт	or Pu	EL.			
Albion,	4,281 3,707	••	84 73	14	61
Caledon,	7,469	••		16	44 5
Gore of Toronto,	1,820	::	36	ŏ	5
Toronto,	7,53 <b>9</b>	••	149	4	21
	94 916		491	3	_
	<b>24,</b> 816		491	3	0
23. County	OF SIM	COE.			
Adjala,	1,994	•••	39	9	31
Kasa	1,507	• •		16	6}
Gwillimhuw West	545 3 894	••	10 77	15 1	84
Flos, Gwillimbury, West, Inniefil, Matchedash,	3,894 2,341	••	77 46	ô	7
Matchedash,	7	••	0	2	9 <u>F</u>
Medonte,	1,116 2,689	••	22		9
Mulmur,	***			1	43
	766	••	53 15	4	42 21
Nottawasaga,	766 1,887	•••	53 15 37	4 3 6	$\frac{21}{11}$
Nottawasaga, Orillia	766 1,887 718	::	53 15 37 14	4 3 6 4	21 11 21
Nottawasaga, Orillia, Oro,	766 1,887 718 2,027	::	53 15 37 14 40	4 3 6 4 2	21 111 21 41
Nottawasaga, Orillia, Oro, Suanidale, Tay,	766 1,887 718	::	53 15 37 14 40 4	4 3 6 4	21 11 21
Notta wasaga, Orillia, Oro, Sunnidale, Tay,	766 1,887 718 2,027 203 600 3,998	::	53 15 37 14 40 4 11 79	4 3 6 4 2 0 17 2	21 111 21 41 41 6
Nottawasaga, Orillia, Oro, Suanidale, Tay, Tecumseth, Tiny,	766 1,887 718 2,027 203 600 3,998 748		53 15 37 14 40 4 11 79 14	4 3 6 4 2 0 17 2 16	21 111 21 41 41 6
Notta wasaga, Orillia, Oro, Sunnidale, Tay, Tecumseth, Tiny, Tossorontio,	766 1,887 718 2,027 203 600 3,998 748 492		53 15 37 14 40 4 11 79 14	4 3 6 4 2 0 17 2 16 14	21 11 21 41 41 6 6 1
Nottawasaga, Orillia, Oro, Suanidale, Tay, Tecumseth, Tiny,	766 1,887 718 2,027 203 600 3,998 748 492 1,626		53 15 37 14 40 4 11 79 14	4 3 6 4 2 0 17 2 16	21 111 21 41 41 6
Notta wasaga, Orillia, Oro, Sunnidale, Tay, Tecumseth, Tiny, Tossorontio,	766 1,887 718 2,027 203 600 3,998 748 492		53 15 37 14 40 4 11 79 14	4 3 6 4 2 0 17 2 16 14 3	21 11 21 41 41 6 6 1
Nottawasaga, Orillia, Oro, Sunnidale, Tay, Tecumseth, Tiny, Tossorontio, Vespra,	766 1,887 718 2,027 203 600 3,998 748 492 1,626 27,158	••	53 15 37 14 40 4 11 79 14 9 32 537	4 3 6 4 2 0 17 2 16 14 3	21112444 112444 661 971
Notita wasaga, Orillia, Oro, Suanidale, Tay, Tecumseth, Tiny, Tossorontio, Vespra, 24. County	766 1,887 718 2,027 203 600 3,998 748 492 1,626 27,158	TOM	53 15 37 14 40 4 11 79 14 9 32 537	4 3 6 4 2 0 17 2 16 14 3	21 11 12 44 44 6 1 9 7
Nottawasaga, Orillia, Oro, Suanidale, Tay, Tecumseth, Tiny, Tossorontio, Vespra,  24. County Esquesing,	766 1,387 718 2,027 203 600 3,998 748 492 1,626 27,158	TOB	53 15 37 14 40 4 11 79 14 9 32 537	4 3 6 4 2 0 17 2 16 14 3	211124 1124 446 61 971 01
Notia wasaga, Orillia, Oro, Suanidale, Tay, Tecumseth, Tiny, Tossorontio, Vespra, 24. County Esquesing, Nassagawaya, Nelson.	766 1,887 718 2,027 203 600 3,998 748 492 1,626 27,158 - or Hal 5,225 2,237 4,078	TOM	53 15 37 14 40 4 11 79 14 9 32 537	4 3 6 4 2 0 17 2 16 14 3	21 11 12 44 44 6 1 9 7
Nottawasaga, Orillia, Oro, Suanidale, Tay, Tecumseth, Tiny, Tossorontio, Vespra,  24. County Esquesing,	766 1,887 718 2,027 203 600 3,948 492 1,626 27,158 - or Hall 5,225 2,237	TOM	53 15 37 14 40 4 11 79 14 9 32 537	4 3 6 4 2 0 17 2 16 14 3	2111244466197104 2251
Notia wasaga, Orillia, Oro, Suanidale, Tay, Tecumseth, Tiny, Tossorontio, Vespra, 24. County Esquesing, Nassagawaya, Nelson.	766 1,887 718 2,027 203 3,998 748 492 1,626 27,158 of Hall 5,225 2,237 4,078 6,782	TOM	53 15 37 14 40 4 11 79 14 9 32 537	43642017216143 10 8544	2112444 661 971 04 25261
Notia wasaga, Orillia, Oro, Suanidale, Tay, Tecumseth, Tiny, Tossorontio, Vespra, 24. County Esquesing, Nassagawaya, Nelson.	766 1,887 718 2,027 203 600 3,998 748 492 1,626 27,158 - or Hal 5,225 2,237 4,078	TOM	53 15 37 14 40 4 11 79 14 9 32 537	43642017216143 10 8544	2112444 112444 661 971 04 251
Notiawasaga, Orillia, Orollia, Oro, Suanidale, Tay, Tecumseth, Tiny, Tossorontio, Vespra,  24. County Esquesing, Nassagawaya, Nelson, Trafalgar,	766 1,887 718 2,027 203 600 3,998 748 492 1,626 27,158 or HAI 5,225 2,237 4,078 6,782	TOM	53 15 37 14 40 4 11 79 32 537 103 44 80 134 362	43642017216143 10 8544	2112444 661 971 04 25261
Notia wasaga, Orillia, Oro, Suanidale, Tay, Tecumseth, Tiny, Tossorontio, Vespra,  24. County Esquesing, Nassagawaya, Nelson, Trafalgar,  25. County of Ancaster,	766 1,887 718 2,027 203 3,998 748 492 1,626 27,158 0F Hal 5,225 4,078 6,782 18,392	TOM	53 15 37 14 40 4 11 11 9 32 537 103 44 80 124 362	4 3 6 4 2 0 17 2 16 14 3 10 8 5 14 4 12 1	21111244444444444444444444444444444444
Notia wasaga, Orillia, Oro, Suanidale, Tay, Tecumseth, Tiny, Tossorontio, Vespra,  24. County Esquesing, Nassagawaya, Nelson, Trafalgar,  25. County of Ancaster, Barton,	766 1,887 718 2,027 203 600 3,998 748 492 1,626 27,158 or Hall 5,225 2,237 4,078 6,782 18,322 WEFT 4,653 1,735		53 15 37 14 40 4 11 19 32 537 103 44 40 124 362	436420721643 10 8544 12 16	211112444661 971 04 211111 5 911
Notia wasaga, Orillia, Oro, Suanidale, Tay, Tecumseth, Tiny, Tossorontio, Vespra,  24. County Esquesing, Nassagawaya, Nelson, Trafalgar,  25. County of Ancaster, Barton,	766 1,887 718 2,027 203 3,998 748 492 1,626 27,158 - or Hai 5,225 2,237 4,078 6,782 6,782 18,322 - Wefft 4,653 1,735 5,630	TOP.	53 15 37 14 40 4 11 79 14 9 32 537 103 44 80 124 362	436420721643 10 85444 12 164	21112444466197104 211124551616 51 9917
Nottawasaga, Orillia, Orillia, Oro, Suanidale, Tay, Tecumseth, Tiny, Tossorontio, Vespra,  24. County Esquesing, Nassagawaya, Nassagawaya, Trafalgar,  25. County of Ancaster, Barton, Beverly, Binbrook, Flamborough, East,	766 1,887 718 2,027 203 600 3,998 748 492 1,626 27,158 or Hall 5,225 2,078 6,782 18,322 WENT 4,653 1,735 5,690 1,735 2,903		53 15 37 14 40 4 11 19 32 537 103 44 40 124 362	436420721643 10 8544 12 16	211112444661 971 04 211111 5 911
Notia wasaga, Orillia, Orollia, Oro, Suanidale, Tay, Tecumseth, Tiny, Tossorontio, Vespra,  24. County Esquesing, Nassagawaya, Nelson, Trafalgar,  25. County or Ancaster, Barton, Beverly, Binbrook, Flamborough, East, Flamborough, West,	766 1,887 718 2,027 203 3,998 748 492 1,626 27,158 - 0r HAI 5,225 2,237 4,078 6,782 18,322 - WENTY 4,653 1,737 2,903 3,533	TOB	53 15 37 14 40 4 11 79 14 9 32 537 103 44 90 124 362 134 111 34 57 69	436420726413 0 8544 12 164798	21111244444444444444444444444444444444
Notia wasaga, Orillia, Oro, Suanidale, Tay, Tecumseth, Tiny, Tossorontio, Vespra,  24. County Esquesing, Nassagawaya, Nelson, Trafalgar,  25. County of Ancaster, Barton, Beverly, Binbrook, Flamborough, East, Flamborough, West, Glanford,	766 1,887 718 2,027 203 3,998 748 492 1,626 27,158 - 0r Hal 5,225 4,078 6,782 18,392 - 18,392 - 1,737 2,903 3,533 3,533 2,008	ZTOE.	53 15 37 14 40 4 11 79 32 537 103 44 80 134 362 134 57 69 39	436420726143 0 8544 12 1647984	21111244466197104 255116 51 997 611510
Notia wasaga, Orillia, Orollia, Oro, Suanidale, Tay, Tecumseth, Tiny, Tossorontio, Vespra,  24. County Esquesing, Nassagawaya, Nelson, Trafalgar,  25. County or Ancaster, Barton, Beverly, Binbrook, Flamborough, East, Flamborough, West,	766 1,887 718 2,027 203 3,998 748 492 1,626 27,158 - 0r HAI 5,225 2,237 4,078 6,782 18,322 - WENTY 4,653 1,737 2,903 3,533	TOB	53 15 37 14 40 4 11 79 14 9 32 537 103 44 90 124 362 134 111 34 57 69	436420726413 0 8544 12 164798	21111244444444444444444444444444444444
Notia wasaga, Orillia, Oro, Suanidale, Tay, Tecumseth, Tiny, Tossorontio, Vespra,  24. County Esquesing, Nassagawaya, Nelson, Trafalgar,  25. County of Ancaster, Barton, Beverly, Binbrook, Flamborough, East, Flamborough, West, Glanford,	766 1,887 718 2,027 203 3,998 748 492 1,626 27,158 - 0r Hal 5,225 4,078 6,782 18,392 - 18,392 - 1,737 2,903 3,533 3,533 2,008	ZTOE.	53 15 37 14 40 4 11 79 32 537 103 44 80 134 362 134 57 69 39	436420721643 10 8544 12 16479848	21 11 11 12 14 14 14 16 16 11 17 17 18 18 18 18 18 18 18 18 18 18 18 18 18
Notiawasaga, Orillia, Oro, Oro, Suanidale, Tay, Tecumseth, Tiny, Tossorontio, Vespra,  24. County Esquesing, Nassagawaya, Nelson, Trafalgar,  25. County of Ancaster, Barton, Beverly, Binbrook, Flamborough, East, Flamborough, West, Glanford, Saltfleet,	766 1,887 718 2,027 203 3,998 748 492 1,626 27,158	TOP.	53 15 37 14 40 4 11 79 9 32 537 103 44 90 124 362 111 34 57 69 39 55	436420721643 10 8544 12 16479848	21 11 11 12 14 14 14 16 16 11 17 17 18 18 18 18 18 18 18 18 18 18 18 18 18
Nottawasaga, Orillia, Orillia, Oro, Suanidale, Tay, Tecumseth, Tiny, Tossorontio, Vespra,  24. County Esquesing, Nassagawaya, Nelson, Trafalgar,  25. County of Ancaster, Barton, Beverly, Binbrook, Flamborough, East, Flamborough, West, Glanford, Saltifeet,	766 1,887 718 2,027 203 3,998 748 492 1,626 27,158	TOP.	53 15 37 14 40 4 11 79 32 537 103 44 80 124 362 134 111 57 69 124 57 69 55 494	436420726642 172644798148 11	21 11 11 12 14 14 14 16 16 19 71 10 10 10 10 10 10 10 10 10 10 10 10 10
Notia wasaga, Orillia, Oro, Suanidale, Tay, Tecumseth, Tiny, Tossorontio, Vespra,  24. County Esquesing, Nassagawaya, Nelson, Trafalgar,  25. County of Ancaster, Barton, Beverly, Binbrooks, Flamborough, East, Flamborough, West, Glanford, Saltfleet,	766 1,887 718 2,027 203 3,998 748 492 1,626 27,158 - 0r HAI 5,225 2,237 4,078 6,782 4,653 1,737 2,903 1,737 2,903 3,533 2,008 2,801 244,990 - or Brad 6,410	TOP.	53 15 37 14 40 4 11 79 32 537 103 44 90 124 362 134 131 134 57 69 39 494 126	436420726143 10 8544 12 16479818 11 17	21124446 661 974 04 225246 51 997 61155 10 8 10 10 31
Notiawasaga, Orillia, Oro, Suanidale, Tay, Tecumseth, Tiny, Tossorontio, Vespra,  24. County Esquesing, Nassagawaya, Nelson, Trafalgar,  25. County of Ancaster, Barton, Beverly, Binbrooks, Flamborough, East, Flamborough, Saltfleet, Saltfleet,  26. County Brantford, Brantford, Burford	766 1,887 718 2,027 203 3,998 748 492 1,626 27,158 0F Hal 5,225 2,237 4,078 6,782 18,392 WENTY 4,653 1,735 5,265 5,893 1,737 2,903 3,533 3,533 2,801 2,801 24,990 07 Bra 6,410 4,433	TOP.	53 15 37 14 40 4 11 79 32 537 103 44 80 134 362 134 57 69 39 55 494	436420726143 10 8544 12 16479818 11 174	21124446 61 9 7 0 25526 5 997 6115 10 381
Notia wasaga, Orillia, Oro, Suanidale, Tay, Tecumseth, Tiny, Tossorontio, Vespra,  24. County Esquesing, Nassagawaya, Nelson, Trafalgar,  25. County of Ancaster, Barton, Beverly, Binbrooks, Flamborough, East, Flamborough, West, Glanford, Saltfleet,	766 1,887 718 2,027 203 3,998 748 492 1,626 27,158 - 0r HAI 5,225 2,237 4,078 6,782 4,653 1,737 2,903 1,737 2,903 3,533 2,008 2,801 244,990 - or Brad 6,410	TOM.	53 15 37 14 40 4 11 79 32 537 103 44 90 124 362 134 131 134 57 69 39 494 126	4364207261143 10 8544 12 164798148 11 1740	21124446 661 974 04 225246 51 997 61155 10 8 10 10 31
Notiawasaga, Orillia, Oro, Suanidale, Tay, Tecumseth, Tiny, Tossorontio, Vespra,  24. County Esquesing, Nassagawaya, Nelson, Trafalgar,  25. County of Ancaster, Barton, Barton, Beverly, Binbrook, Flamborough, East, Flamborough, West, Glanford, Saltfleet,  26. County Brantford, Burford, Dumfries, South, Oakland, Oakland, Oondaga,	766 1,887 718 2,027 203 3,998 748 492 1,626 27,158 0F H41 5,225 2,237 4,078 6,782 18,322 WENTY 4,653 1,737 2,903 3,533 2,008 2,801 34,990 0F BRA 6,410 4,433 4,297	VORT	53 15 37 14 40 4 11 79 32 537 103 44 80 124 92 [34 57 85 55 494 126 87 85 16 87 85 16 87 85 16 87 85 16 87 87 87 87 87 87 87 87 87 87 87 87 87	43642072643 10 8544 12 16479818 11 17409215	21 11 24 44 46 66 19 74 04 25 26 15 10 10 10 10 10 10 10 10 10 10 10 10 10
Notia wasaga, Orilia, Orilia, Oro, Suanidale, Tay, Tecumseth, Tiny, Tossorontio, Vespra,  24. County Esquesing, Nassagawaya, Nelson, Trafalgar,  25. County of Ancaster, Barton, Boverly, Binbrook, Flamborough, East, Flamborough, West, Glanford, Saltfleet,  26. County Brantford, Burford,	766 1,887 718 2,027 203 3,998 748 492 1,626 27,158 - 0r H41 5,225 2,237 4,078 6,782 4,653 1,735 2,903 1,737 2,903 3,533 2,008 2,801 24,990 - 0r Brad 6,410 4,433 4,297 8440	TOB.	53 15 37 14 40 4 11 79 32 537 103 44 90 124 362 134 131 134 57 69 39 494 126 87 87 85 16	436420721643 10 8544 12 16479818 11 174012	21 11 21 12 44 46 66 1 9 7 04 25 25 26 15 10 10 10 10 10 10 10 10 10 10 10 10 10
Notia wasaga, Orillia, Orollia, Oro, Sunnidale, Tay, Tecumseth, Tiny, Tossorontio, Vespra,  24. County Esquesing, Nassagawaya, Nelson, Trafalgar,  25. County of Ancaster, Barton, Barton, Flamborough, East, Flamborough, West, Glanford, Saltfleet,  26. County Brantford, Burford, Dumfries, South, Oakland, Oakland, Oakland, Onondaga,	766 1,887 718 2,027 203 3,998 748 492 1,626 27,158 0F H41 5,225 2,237 4,078 6,782 18,322 WENTY 4,653 1,737 2,903 3,533 2,008 2,801 34,990 0F BRA 6,410 4,433 4,297	TOB.	53 15 37 14 40 4 11 79 32 537 103 44 80 124 92 [34 57 85 55 494 126 87 85 16 87 85 16 87 85 16 87 85 16 87 87 87 87 87 87 87 87 87 87 87 87 87	43642072643 10 8544 12 16479818 11 17409215	21 11 24 44 46 66 19 74 04 25 26 15 10 10 10 10 10 10 10 10 10 10 10 10 10

27. County o	r Ling	OLW.				Gar
	LATION,		ORTIO £	NKI		Townships.
Gaistor,	1,398 (	@416	LI27	13	41	Normanby
Clinton,	2,462	•••	48	14	6	Osprey
Gainsborough,	2,538	••		4	71	St. Vincent, Sullivan,
Grantham,	3,216 2,448	••	63 48		0	Sydenham,
Grimsby, Louth,	1,848	••	36		6	, <b></b>
Niagara,	2,250	•••	44		71	
,	10.100				<u> </u>	
	16,160		319	10	8	25, Cou
28. COUNTY OF	· Wer.	. A WTD.				
Bertie,	2,737	•••	54	3	43	Blanchard,
Crowland,	1,478	••	29	5	01	Easthope, North
Humberstone,	2,201		43		23	Easthope, South,
Pelham, Stamford,	3 113	••	47 61		0 21	Ellice,
Thorold,	3,113 2,735	••	54	12	71	Fullarton,
Wainfleet,	1,841	••		8	8	Logan,
Willoughby,	1,352	••	26	15	2	Mornington,
	17,857		353	8	42	
-				-		Ì
29. Сопиту ог	HALDI	MANI	٠.			84. Cou
Canborough,	1,151	••	22		71	Ashfield,
Cayuga, North,	2.013 824	••	39	16	9 <del>1</del> 2	Biddulph,
Cayuga, South, Dunn,	828	••	16 16	7	9	Colborne,
Moulton,	1,984	••	39		4	Goderich,
Oneida,	2,817		55		04	Hay,
Rainham,	1,618	••		.0	5]	Hullet,
Seneca,	3,636 334	••	71	19 12	3 21	McKillop,
Sherbrooke,	3,583	•••	70	18	31	Stanley,
vv anpolog		•••				Stephen,
	18,788		371	16	11	Tuckersmith, Usborne,
						Wawanosh,
30. Countr of		OĻK.				1
Charlotteville,	2,780	••	55		5	i
Houghton,	1,509 1,721	••	22) 34	17	3 <b>1</b> 21	_
Townsend.	4.934	••		13	0	37. Co
Townsend, Walsingham, Windham,	3,090	•••	61		î.	Arran,
Windham,	2,900	••	57			Brant,
Weedhouse,	2,894	••	57	5	6	Bruce,
	19,828		392	8	7	Elderslie,
	_			•	•	Huron
31. County	or Ox	<b>for</b> D				Kincardine,
Blandford,	1,356	••	26	16	9	Kinloss,
Blenheim,	4,995	••		17	21	Saugeen,
Dereham, Norwich,	3,644 5 <b>,23</b> 9	• • •	- 72 - 144		5 91	<b>1</b>
Oxford, North, Oxford, East, Oxford West,	1,378	••	103 27	5	5	
Oxford, East,	2,210	••	43	14	9	38. Coun
Oxiord West,	1,894		37		8	Adelaide,
Zorra, East, Zorra, West,	3,200 3,302		63 65		8 01	Carradoc.
20114 11004	0,002	••				Delaware,
	29,336		580	12	2	Dorchester, North, Ekfrid,
32. County o	 - 107		_			Lobo,
Dumfries, North.	3,476	•		15	11	London,
Waterloo,	7,698	••	152			Mosa
Wellesley,	3,546	••	70	8	<del>1</del>	Nissouri, West,
Wilmot,	5,297	••	104		84	Westminster,
Woolwich,	3,092	••	61	3	11	Williams,
	23,109		457	7	32	Ì
	-				•	1
33. COUNTY OF Ameranth	WELLI 500		M.	17	11	39. Cot
Arthur, Luther & Miato,	1,808	••		18	8 <u>1</u>	Aldborough,
Eramosa,	2,350			10	21	Bayham,
Erin,	3,590	••	71	1	2 0 6	Dorchester, South, Dunwich,
Garafraxa,	2,083	••	41	.4	63	Malahide.
Guelph, Maryborough,	2,879 994	••	56 19		71	Southwold,
Nichol,	2,450	•••	48	9	5 9	Yarmouth,
reel,	2,455	••	48	11	91	İ
Pilkington,	1,99D	• •	30	7	84	
Puslinch,	3,862	•	76	8	81	40. Cot
	24,956		493	18	5	1
<b>.</b>	<del>-</del> _					Camden and Zone. Chatham.
34. Cousty		EY.		4 -		
Artemesia,	733	••	14		12	Dover, West,
Bentinck,	1,272 545	••	25 10		6 8 <b>1</b>	Harwich, Howard,
Derby,	471	••	9	6		Orford,
Egremont,	665		13	3	5 <del>1</del> 21	Raleigh
Euphrasia,	603	••	11		84	Romney, Tilbury, East,
Gleneig, Holland,	1,250 954	••	24 18		9	Tildury, East, 5
Melancthon and Proton.	450	••		18	ii	Ī
		- •	•			•

GRET-G										
Townships.	TION.	APP	ortu £	ø.	A.					
Normanby	539 (		1. 10	13	44					
Osprey	486 1,601	••	9 31	13 13	8					
Sullivan,	538	••	10	12	114					
Sydenham,	2,432		48	2	8					
	12,539		248	3	41					
-	_									
25, County	or Pert	Ħ.								
Blanchard,	2,780		55	0	5					
Downie, Easthope, North,	2,727	••	53 46		51					
Easthope, South,	2,341 1,797	••	35	6 11	71 31					
Ellice,	1.328		26	5	8					
Fullarton,	1,750 1,191	••	34 23	12 11	81 51					
Logan,	698	••	13	16	34					
Mornington,	933	••	18	8	34					
	15,545		307	13	23					
-	-									
84. County		or.								
Ashfield,	907 <b>2,0</b> 81	••	17 41	19 3	01 84					
Biddulph,	921	••	18	4	61					
Goderich,	2,715	••	53		84					
Hay, Hullet	9 <del>9</del> 5 955	••	19 18		10 <u>4</u> 0 <u>4</u>					
McGillivray,	1,718	•••	34	0	01					
McKillop,	848 2,064	••	16 40		8					
Stephen	742	••	14	13	84 71					
Tuckersmith,	1,727	••	34 29	3 7	71 5					
Wawanosh,	1,484 722	••	14	5	9 <u>1</u>					
	17 970		353	17	14					
	17,879			••	45					
37. Counti	or Bri	CE.								
Arran,	149	•••	2	18	112					
Brant,	621	••	12	5	9 <b>1</b>					
Bruce,	100	••	1 0	19 5	7 <b>1</b>					
Elderalie,	244	••	4	16	7					
Huron	236	••		13 14	5 9 <b>4</b>					
Kincardine,	. 47	••	0	18						
Saugeen,		••	5		71					
	2,837		56	2	114					
· · · · · ·	- 1/-				·					
38. COUNTY 6			-	_						
Adelaide,		••	39 61	8 14	4 <del>1</del> 21					
Delaware.	1.861	••	36	16	7					
Dorchester, North, Ekfrid,	2,570 1,792	••	50 35	17 9	3 <u>1</u>					
Lobo,	2,447	••	48	8	71					
London.	6,735	••	133		114					
Metcalfe, Mosa,	1,096 2,075	••	21 41	13 1	10 4±					
Nissouri, West,	1,832	••	36	5	2					
Westminster,	5,069 2,290	••	100 45	6 6	51 51					
<b>,</b>	<u> </u>		650		8					
	32,864		wU	8	d					
39. Сопити	or Er	GIN.								
Aldborough	1,226		24	5	34					
Bayham, Dorchester, South,	5,092 1,477	•••	100 29	15	7 73					
Dunwich	1,948	••	38	11	i					
Malahide,	4,059 5,063	••	100	3	11					
Southwold,	5,288	••	100 104	13	1 <del>1</del> 2					
•••			477	<u> </u>						
	24,144		*11	1/	0					
40. County	or Ke	NT.								
Camden and Zone	1,434		28	7	71					
Chathain,	1,768	::		19						
Dover, Last, /	1,723	••	34	2	4					
Dover, West, S Harwich,	2.627		51		101					
Howard,	2,798	••	55	7	6					
Orford, Raleigh	1,566 2,460	••	30 48		10 į					
Raleigh, Romney, Tilbury, East,	1,023	••	20		11#					
Ilibury, East, )	_,			•						

TOWNSHIPS. POP	CLATION.	. APP	ORTI		
			£	•	d.
osanquet,	1,093	@410	.'21	12	7
rooke,	511	•••	10	2	3
awn,	556	••	11	0	1
miskillen,	238	••	4	14	21
phemia,	1,453	••	28	15	ij
00re,	1,258			17	
mpton,	1,511			18	ī,
mia,	1,384	••		7	10
mbra,	738	••		12	14
'miniah	2,069	••			11
arwick,	2,009			10	172
	10,811	_	213	19	44
42. County	or Es	SEX.			
aderdon,	1,199		23	14	74
olchester			37		
lchester,	1,870	••	37 35		
olchester,osfield,	1,870 1,802	••	35	13	34
olchester,osfield,aidstone,	1,870 1,802 1,167	••	35 23	13	34 114
olchester,osfield,aidstone,aidstone,aiden,	1,870 1,802 1,167 1,315	••	35 23 26	13 1 0	34 114 64
olchester,osfield,aidstone,aidstone,aiden,aiden,aiden,aiden,aiden,aiden,	1,870 1,802 1,167 1,315 11,93	••	35 23 26 23	13 1 0 12	34 114 64
osheid,aidstone,aidstone,aidstone,aidsen,	1,870 1,802 1,167 1,315 11,93 788	••	35 23 26 23 15	13 1 0 12 11	34 114 64 24 11
olchester,	1,870 1,802 1,167 1,315 11,93 788 4,928	••	35 23 26 23 15 97	13 0 12 11 10	34 114 64 24 11 8
osheld, sidstone, alden, ersea, orceaster, undwich, ilbury, West,	1,870 1,802 1,167 1,315 11,93 788	••	35 23 26 23 15	13 1 0 12 11	34 114 64 24 11

Circular to Clerks of Cities, Towns and Villages, in Upper Canada, notifying them of the Apportionment of the Legislative School Grant for 1852.

Sia,—I have the honor to intimate to you, as provided in the 35th section of the School Act, for the information of the Council, of which you are Clerk, and of your Board of Common School Trustees, that the sum placed opposite the name of your Municipality has been apportioned to it for the current year, out of the Legislative School Grant appropriated to Upper Canada.

By the 42nd section of the School Act, the money thus apportioned is payable to the Treasurers of those Cities, Towns and Villages, which have complied with the 5th clause of the 27th section, in connection with the 21st section of the Act, as well as other maxisions of the law. I have to state that no apportionment (although made and notified) will be paid in behalf of any of those Cities, Towns and Villages from which no certified abstract of school accounts—a blank form of which, was transmitted to you from this office, on the 19th of last February—has been received at this Department; on runtil such abstract shall have been received.

For the convenience of the public, His Excellency the Governor General has been pleased to direct that hereafter the Legislative School Grant will be payable at this Department, Toronto, instead of at the office of the Hon. the Receiver General, Quebec.

As required by the 21st section of the Act, taken in connection with the 2nd pro-

\* The following are the Towns and Villages from which no certified Abstract of School Accounts for last year has been received at the Educational Department, Toronto, as authorized and required by the 5th clause of the 37th section, in connection with the 21st and 25th sections, of the School Act, up to the date of the publication of this circular:—

		<del></del>		
	Town of	Belleville.	12.	Town of St. Catharines
ì.	44	Brookville.	13.	Town Municipality of
١.	66	Bytown.		Amhermhurch
L	66	Cornwall.	IA.	Town Municipality of
5.	**	Dundas.		Chatham.
i.	**	Goderich.	15.	Town Municipality of
٠.	44	London.		Simcoe.
١.	66	Misseys /ime	16.	Village of Chippewa,
	" peri	bct).	17.	" Galt
١.	44	Peterborough	18.	" Richmond-
١.	<b>66</b> .	Picton.		nor Beard of School
	*	Prescott,		Trustees' Report.

viso of the 3rd clause of the 27th section, you will please favour me from time to time with a copy of the proceedings of your Council on Educational matters.

On the subject of the basis of the apportionment for this year, I have to refer you for information to the accompanying Circular, addressed to clerks of counties.

I have the honor to be, Sir,

Your obedient Servant,

E. RYERSON.

EDUCATION OFFICE,
Toronto 10th July, 1852.

CITIES.	Population.	AP	PORTU	DNM S.	
Toronto,	. 30,763@				Üį
Hamilton,		•••	281	0	5
Kingeton,		••_	229	5	8
	56,547	1	,119	3	24
TOWNS. Belleville,	4,569		90	8	61
Brantford,			76		7
Brockville,				-4	10
Bytown,	~ ~ ~ ~		153		8
Cobourg,				12	
Cornwall,		••		9	9
Dundas,				12	11
Goderich,		••		-6	ŌÌ
London,		••	140		11
Niagara,		••	66	2	-ī
Peterborough,		••	43		34
Picton,		•••	31	1	0
Port Hope,		••	49		ĭ
Prescott.		•••	42	13	5
St. Catharines,		••	86	9	ĕ
	53,085	1	,050	12	9

. TOWN, MUNICIPALITIES.	POPULA-	API	PORTIC	MK	EXT.
	TION.		£	8.	d.
Amherstburgh,	1,880		37	4	2
Chatham.	2,070		40	19	41
Guelph,	1.860		36	16	3
Peril.	1,916	•••		18	5
	1.452	••	•	14	9
Simcoe,				16	ő
Woodstock,	2,112		41	10	U
				_	
	11,290		223	8	119
INCORPORATED VILLAGES.	•				
Chippews,	1,193		23	12	21
Galt,	2,248		44	9	10
Ingersoll,	1,199	• •	23		01
	1,142			12	ŭ
Oshawa,	1.890			18	i.
Paris,		••			
Preston,	1,180	••	23		1.
Richmond,	434	••		11	9
St. Thomas	1,274	• •	25		31
Thorold,	1,091	••	21	11	10
	11,642		230	8	3}
Total apportionment, towns, and villa			2,623	13	3

#### ENERGY REQUISITE FOR THE TEACHER.

In another part of this *Journal* we have devoted some attention to the consideration and essential importance of the "proper arrangement and natural sequence" of certain branches of study, and the symmetry and thoroughness which should characterize all kinds of Education. To guard the teacher against too much minuteness, and thereby feebleness, in his mode of instruction, we have selected the following excellent counsel from a late number of the *Massachusetts Teacher*:

Energy is an indispensable requisite in almost every employment: especially is it necessary for the teacher. The artisan works upon brute unconscious matter, moulding the crude and shapeless mass to forms of beauty and utility. The laws by which he operates are simple and uniform. The teacher works upon mind : the image of the Eternal Spirit. How much more subtle and complex are the laws of mind than of matter. The physician has to deal with our outward frames-organized matter, instinct with life and sensibility. The laws of matter thus encobled by contact with mind, become more complex and abstruce. But it is mind itself that is the enhance for the teacher's forming hand. If energy be necessary for the artisan who works on wood or stone, and for the physician who deals with organized forms, much more is it necessary for one who shapes the immortal mind. He must have soul enough to animate his own body, and all the bodies around him. The whole school must be pervaded by his spirit, instinct with his life. He must have vitality enough to arouse the slothful to action; power to hold in check the heedless impulse of the thoughtless; and decision to subdue the obstinacy of the wilful. His is the controlling energy to guide the course of all those committed to his care, in the paths of knowledge. The mind that the teacher is called to mould, is often presented in the most unfavourable condition. Vicious habits, cherished by parental indulgence, are to be corrected aversion to study almost insuperable is to be overcome, and wilfulness that spurns at wholesome restraint must be subdued. These things are expected of the teacher, and woe to him if he is of feeble and irresolute purpose. It was deemed a hard requirement when the tyrant demanded of his physician,-

"Canst thou not minister to a mind diseased; Pluck from the messory a rooted sorrow; Rase out the written troubles of the brain; And with some sweet oblivious antidote Cleanse the stuffed bosom of that perilous stuff Which weighs upon the heart?"

If the teacher is not called upon to rase out of the brain of his scholars, "written troubles" and "rooted sorrows," he is expected to eradicate sloth, correct perverted activity, and by proper culture to remove all the "perilous stuff" with which young hearts are fraught. Baffled by the obstinate dulness of some of his pupils, he is to try again and again to arouse their minds to action. Vexed

by the levity and inconstancy of others, he is never to despair. He. must seek for new methods of arresting the attention of the careless. He must invent new plans to illustrate to his scholars those principles, trite and familiar to himself, but wholly unperceived by them. He must resolve to succeed; to yield to no discouragement; to be hindered by no obstacles. A school will not be properly governed unless the teacher has energy and decision of character; and, without proper government, there will be but little intellectual improvement. The scholars soon perceive this deficiency in a teacher. There may be any amount of blustering, an abundance of impotent threats, or a succession of cruelties inflicted by the imbecile tyrant who sits enthroned in the desk, wielding a ferule for a sceptre, but there is no government. The energetic teacher has sufficient force of character to quell all incipient rebellions; or rather he holds so steadily the reins, that no resistance is attempted. Calmly yet effectually be controls those under his charge. Without energy in the instructor, the whole process of teaching degenerates into a dull nutine of disagreeable exercises, tiresome from their monotony, and almost useless from their lifelessness. It is a stereotyped edition of dullness. No wonder that to the buoyancy of youthful vivacity, this becomes an intolerable burden; and mischief is continually resorted to, that the insipidity of their daily drudgery may baye some show should have in some the discouraged. Energetic teachers will have energetic scholars; while duliness propagates itself indefinitely. If a teacher has a bad school, it will not do for him to cast the blame on circumstances; he lacks the power to controul the outward circumstances by his own resources. This characteristic of the successful teacher is not to be obtained by simply wishing for it. No one bowed down by tame porsuits and indolence, can by a single purpose break the chains that have long bound him. Yet he need not despair. A beginning of a nobler life may m w commence. Each act of selfdenying duty, each foolish habit broken, and each tempation overcome, shall increase the power. The oak that throws abroad its giant arms defying the tempest, receives strength and nourishment from each fibre of its branching roots, and each leaf on its boughs that trembles in the breeze. Our destiny is in our own hands. To man is committed the helm; he may steer his bark against the current, or idly float down the stream, till he is lost in oblivion. There is a miserable caricature of energy by which some impose upon themselves, in mistaking for force of character a reatlessness of mind, and a showy, bustling manner of doing ordinary things. The eagle in his high flight moves round his broad circles through the sky, without fluttering his pinions ;- while the summer insects, dancing in the sunbeams, makes little progress, though his quivering wings vibrate thousands of times in a second. One who has real energy is not solicitious to exhibit it by a blustering manner. Silent and unostentatious moves on the course of nature; clothing the earth with vegetation, and bringing forth its sustenance for all; spreading out the pomp of its forests, and the garniture of its fields. Thus the truly energetic act calmly; yet efficiently press on in the path of duty; delving in the rich mines of thought, and bringing from the quarry, those now rude, who, when polished by education, are to become pillars of state, or living stones in the temple of our

# Educational Intelligence.

#### CANADA.

#### MONTHLY BUMMARY.

His Excellency the Governor-General has been pleased to make the following appointments:-To be Crown Members of the Senate of the University of Toronto, viz.:-Oliver Mowat, Esq., in the place of the Hon. J. H. Cameron; Dr James John Hayes, re-appointed; James Leaslie, Esq., in place of the Hon. S. B. Harrison. To be Collegiate Members of the University of Toronto, viz.:-Rev. John Jennings, re-appointed; T. J. O'Neill, Esq., in place of Rev. B. O'Hara; Rev. James Pyper, in place of Oliver Springer, Eeq..... The Toronto correspondent of the Montreal Pilot says :- "It is the intention of Bishop de Charbonnel, to establish in this city forthwith, a college for the education of priests of the Roman Catholic Church. The buildings have been tendered for, and will be erected without delay. Pere Tellier, the learned Jesuit, now in a Roman Catholic College in New York, will be President and Theological Professor."..... The County Grammar School at Guelph was examined on Friday and Saturday, the 9th and 10th inst. On the former day, by the Rev. A. Palmer, Chairman of the Board of Trustees, and Mr. Macgregor, of the University of Toronto. On the latter day, by the Rev. Mr. Macgregor of Guelph, and Mesers. Peterson and Macgregor, of the University of Toronte, Prizes were adjudged in the several branches of schools......At the last annual election for School Trustees in Niagara, the Returning Officers were of opinion that persons rated for statute labour only had no right to vote, and refused to receive any such votes when tendered. Some parties felt aggrieved at this, and instituted proceedings in the Court of Queen's Bench to try the question; and the decision of the Court is that no persons except freeholders and householders, properly rated as such, have any right to vote for shoool trustees..... The Guelph Township Council being anxious to obtain an expression of public opinion in the township in regard to the free school system, and also in respect to the unappropriated lands, now liable to be attached to school sections, or to be formed into a school section or acctions, have instructed the clerk to obtain an expression of the epinion of each school section in the matter, by the first Monday in October, by writing to the trustees to that effect, that so the Council might take action in the matter......The following letter from the Chief Superintendent has been extensively circulated in Upper Canada. We repeat it here:-"I have to state that, the new division of a county or township, or both as in your case, does not affect boundaries of a school section. As trustees, you can levy and collect, just as if the whole of your section were situated in one tewnship; and by the last provise in the 4th clause of the 18th section of the School Act, the whole of the section can be taxed for she erection of a school house by the council of the township within the limits of which the schoolhouse is situated.".....Steps are about being taken to creet a grammar school and to units it with a common school at Richmond Hill..... Meetings are being held in different parts of the Province to collect funds to assist in sustaining Trinity College, Toronto..... At a recent convocation at McGill College, Montreal, the degree of A.M. was conferred on the Rev. Mr. Butler, of the Bishop's College, Lennoxwille, L. C.....In regard to Mr. Roach's recent school examination, the Pong Point Advocate says:-The progress made by the acholars was rapid. Mr. Reach is much beloved by his pupils, and is decidedly the best teacher we have had for years in our town...... In noticing very favourably the recent examination of Mr. Scott's School at Oshawa, the Freeman remarks: Very few spectators were present, owing partly to the want of notice, and partly to that supineness so universal in Canada, manifested by the want of interest in school examinations, or in fact almost everything tending to encourage the learner. Parents and guardians stand very much in their own light when they absent themselves from the school-room on examination days. Neither should visits of parents to their children in school be confined to quarterly examinations; they should be frequent visitors, encouraging children and teacher, watching anxiously the progress made by the child-its bent of mind-its tastes and disposition; and supplying everything required to animate and aid the young student in cultivating and developing his mental powers. Were such a plan adopted, instead of driving children to school to get rid of them, much precious time would be saved. now lost forever, and our country would be blessed with an intelligent rising generation...... The school in section No. 1, McNab, taught by Mr. Duncan Ferguson was examined on the 1st inst., in presence of the local superintendent, one of the trustees, and a considerable number of the parents. The large attendance at this school, is a most satisfactory and encouraging proof of free school system. Under the old regime the average attendance, out of a sectional population of school going children of 130, seldom exceeded 30; whereas on the present occasion the number on the roll for the last quarter amounts to 108, and that in attendance this day to upwards of 80. The superintendent stated that this is the most nume-

rously attended school under his inspection. The examination was a very protracted one; occupying six hours—the time between the various classes being employed in singing. The children acquitted themselves quite satisfactorily in the various branches in which they were examined, and all were quite pleased with the ability and faithfulness displayed by Mr. Ferguson in conducting the school. The local superintendent addressed the pupils on the subject of "habit;" giving hints as to the formation of correct habits in acting their parts in life, and the benefits that result from training the mind to habits of purity, sobriety, and obedience..... Were interesting occusions such as is referred to in the following extract from a recent letter in the Brockville Recorder, more frequent in Canada, the harmany of school sections would be greatly promoted. The remarks of the teacher, Mr. W. Plunket, are worthy of attention:-On the 2nd inst., being the appointed day for the quarterly examination of the pupils of school section No. 1, Kitley, and No. 4, Elmsley, the examination was well attended by the parents; and a "pic-nic" was got up, and attended by a large majority of the supporters of the school. As the procession moved along, the pupils united their vocal powers, and sang various school pieces. Tea being over, a piece was sung, when Mr. Riddell read from the Journal of Education some selected pieces on the importance of education, the powers it confers, the duties of teachers and of parents: then more singing, after which Mr. Rutherford, in a short speech, addressed the meeting on the effects education produced by enlightening the mind, and qualifying man for enjoying life in all its diversities. The rest of the afternoon was spent in various kinds of amusements; old and young seeming to enjoy themselves well; and all went to their homes, pleased with themselves, their neighbours, and with the meeting. I would just say to those following the same calling as myself, and to every school division, that such meetings are productive of much good. They not only lighten the task of learning and teaching, but in bringing the different classes of people together in a social manner, where they see their children mingling together in love, all taught by the same teacher, and made obedient to the same rules, without any partiality for one more than another. It also leads parents to take a more active part with their children at home, in seeing that their teachers commands are obeyed.

Celebration at Union School, No. 1, Moulton and Sherbrooke.-The examination of the pupils of this school took place on Thursday, the 1st inst. The children were examined by the teacher, Mr. Abraham Lawder, in the several branches of education in which they had been instructed. and their proficiency was really remarkable, considering the very short time that they had been under tuition. In geography they chiefly excelled; this Mr. Lawder said, had been their favourite study, and they certainly appeared to take a great pleasure in examining the globe and maps, and in answering the questions which were put to them on this interesting branch of education. There did not appear to be an island, a city, a river, a mountain, or a lake, of any note, of which they could not tell the name and position, &c. At the close of the examination the children sung a hymn, and the exquisite sweetness of their voices, as they blended together in song, inclined us greatly to a belief in Luther's assertion, that music and singing were essential parts of education. The company having been regailed with a cold collation, L. J. Weatherby, Esq., Reeve of the united townships, was called to the chair, who after making a few remarks on the nature of the meeting, called upon Mr. T. Tipton, of the Independent, who, in a brief speech, contrasted the state of educated countries with that of those in which the intellectual and moral cultivation of the people was neglected. H. Hyatt, Esq., then made a few remarks, with much ability, showing the value and advantage of education to persons in all ranks and conditions of life. Mr. Jones and Mr. Miller also addressed the company. Mr. Lawder, whose engagements that day expired, then took leave of his scholars in a very affecting manner, and made some most just and sensible remarks. We cannot close the account of the proceedings, without giving to all concerned the highest credit; to the scholars for their their industry, application and proficiency: to the inhabitants of the secton, and the trustees in particular, for the manner in which they have organized one of the best schools, and built one of the prettiest school-houses in the country, in a section where, a very short time ago, education was but little thought of; and, above all, to Mr. Lawder, for his tact in managing the scholars, and for the rapid progress which the school has made under him; and which has been effected without the use of harsh means, as we were assured that he rarely, if ever, had recourse to physical punishment.-[Independent.

School Celebration, Township of Gainsborough.—A spirited celebration of the common schools of the township of Gainsborough, was held in Capt. Taylor's grove, near the little village of St. Ann's, on Friday, the 21st ult. Everything connected with the whole affair, demonstrates with what energy educational matters are being carried forward in that township. From the report we learned that there are twelve school sections, in all of which schools in efficient operation are established. These

sections were all represented on the occasion; eight of them sent their entire schools-teachers and children-each of which provided separate tables, sumptuously spread with all the substantials and delicacies of the season. The speakers-Mr. Douglass Griffin, Revs. Messrs. Bell, Haney and Griffin, Dr. Callendar, and A. Morse, Esq., -were generally remarkably felicitous and interesting in the speeches which they delivered. Without particularising upon the speeches, arrangement, numbers present, general appearance and order, we may just say, all things combined to render the occasion one of unusual profit and pleasure. It is worthy of remark, that there is a perfect union of feeling and operation among all the schools of the township. They appear to be carrying out, literally and energetically, the present school system of the province, and the interest displayed by the children, the rapid improvement made in the various branches of Common School education, afford a very pleasing testimony to its efficiency and adaptation to the wants of the youthful community. The superintendent, Jacob Kennedy, Esq., is unquestionably endowed with the qualifications essential to the office he is called to fill. He manifests an unusual degree of interest in the prosperity of the schools under his care, and seems fruitful in suggesting plans of operating peculiarly calculated to secure general prosperity. The want of such men is seriously felt in many parts of the country, and we have no doubt that the greatest proportion of complaints which have been urged against our school system would never had an existence if it had received, in every instance as fair a trial as it is now receiving in Gainsborough.

Malahide School Celebration.—From the letter of a school Visitor in the Prototype, we learn that the annual school celebration, of the township of Malahide, was held on the 25th ultimo, at the village of Aylmer. in a beautiful orchard. By ten o'clock our fine village was all alive, every street, road and avenue being crowded with persons of every age, sex and condition in life, clad in their best attire. There must have been about two thousand persons present. At half-past ten o'clock, a procession was formed, extending a mile in length; in front was the Vienna band, discoursing in sweet strains; then followed the school divisions of the township. in regular order, accompanied by their respective trustees and teachers. drawn by twenty-five four-horse carriages, each division bearing a beautiful banner, with an appropriate motto. How many two-horse and single vehicles, exclusive of the cavalcade, I could not correctly ascertain, being so attracted by the lovely banners, and endeavoring to catch a glance of their mottos, as they passed, a few of which I shall here give-Dig deep in the mines of knowledge; Knowledge is our guide; Knowledge is power; The road to eminence; We seek a treasure more precious than gold;—and all the rest equally as appropriate. The good things of this life being disposed of, the public examination of the scholars was the order of the day. Two hours being spent in this exercise, enlivened at proper intervals by the "voice of melody." Where all acquitted themselves well, it would be almost invidious to single out any one on which to bestow merit; yet, I cannot omit noticing two, the one in ancient history, the other in geography; the former taught by a young lady. The pupils of this school seemed quite at home among the kings of Israel, Assyria, Rome, &c. The latter was the Aylmer school, taught by Mr. McIntyre : they seemed to have the whole globe imprinted on their minds. How delightful to see these two branches of knowledge go hand in hand, in close alliance with each other. An acquaintance with the surface of the globe is the preface to the study of human nature, manners, and institutions which have figured upon itthe empire of the one being place; that of the other, time—the one fixing the scene, the other delineating the events which have marked the progress of mankind. The great statesman, Burke, says, "Geography, though an earthly subject, is a heavenly study :" and, says another, " He that knows. history adds the experience of former ages to his own: he lives the life of the world." Especially, he learns the origin and character of his country's laws and institutions, the sources of its prosperity, and therefore the means and duties required for the advancement of its interests. Lord Bacon has therefore appropriately said, "Histories make men wise:" and, in accordance with the mottos of the children's banners, "Knowledge is power, and the sure way to eminence." From the specimens of vocal music, given by Mr. McIntyre's children, one cannot but rejoice that it is being introduced into the elementary instruction of our entire country population. Music, it must be remembered, is one of the fine arts: "It therefore deals with abstract beauty," from finite to infinite, and from the world of matter to the world of spirits, and to God. A few nice little pieces were spoken by the children on Sabbath-breaking, innocence, politeness, temperance, and a visit to the tavern. Thus ended this part of the exercises. Two or three gentlemen had been engaged to deliver addresses, but, from the lateness of the hour, and the impossibility of being heard by more than one-half of the wast assemblage, it was found inconvenient to falfil this part of the engagement, and, at the request of the committee, the Rev. Mr. Kennedy gave an address of about fifteen or twenty minutes' length, at the close of which a general procession of the children through the village closed the scenes of the day, to be remembered with pleasure by the children and their

parents, till the next returning anxiversary. I was proud to see such an excellent staff of teachers—young ladies and gentlemen, of intelligence and moral worth. Under such tuition, and with such facilities for the improvement and development of mind, the rising generation must be far in advance of the present in intellectuality.

Barrie Grammar School.—The annual examination of the Barrie grammar school was held on the 28th and 29th of June. A number of ladies and gentlemen from the town and neighbourhood were in attendance, and took a lively interest in the proceedings. His Honor Judge Gowan, and the Rev. Thomas Lowry were present. The trustees were assisted in the examination by the Rev. Garrett Nugent, Messrs. Walker, Newman, Hopkins and Davies. Undoubtedly it speaks most favourably for the educational powers of the head-master of the school, F. Gore, Esq., and it is a gratifying fact to be able to state, that during the past year, several young men, who look forward to filling the situation of teachers of our common schools, have been in attendance at the Barrie grammar school.

Victoria College.—A note received from the Principal of Victoria College, informs us (Christian Guardism) that "the present session of this institution has opened under the most encouraging circumstances. About seventy students are already in attendance, and more are daily arriving. The agent, Rev. S. D. Rice has commenced his work, and we trust our friends will be prepared, by the ready purchase of scholarships, to render his agency highly successful. Persons wishing to obtain scholarships, can be accommodated by application to the agent himself, or to the Rev. S. S. Nelles, A. M., at Cobourg."

Union School Peterboro'.—From a letter from Mr. Galbraith (who has been lecturing with some success in Peterboro' on education) in the Port Hope Watchman, we make the following extracts:-Having last week visited the Union school of this town, I was delighted with the orderly conduct of the scholars, and the proficiency which they manifested in the various branches which they are taught. The head-master, Mr. Benson, labours hard to teach intellectually; and it must be confessed that his efforts are crowned with success. Further it appears that moral suasion is the grand instrument which he uses to secure obedience. The appeal to the higher faculties of the soul will not only strengthen their faculties themselves, but will repress the activity of the unimal feelings. It is gratifying to learn that the "law of love" prevails in the Union school. I was pleased to observe that the study of physiology has been introduced. Physlology is unquestionably one of the most useful sciences. When its principles are better known we shall have less disease and misery in the world. There is no science that more beautifully displays the wisdom and benevolence of the Deity than this. The Union school, under its present management, needs only the fostering smiles of the community, to render it one of the most useful institutions of the country. A general complaint among the teachers is that the public do not appear to take much interest in the success of the school—that they seldom have visitors. This complaint, I am convinced, will not be made when the people become fully aware of the high character which the school merits in an intellectual point of view. Frequent visits from interested friends, and even from strangers, would have a tendency to encourage both the teachers and the taught.

#### BRITISH AND FOREIGN.

#### MONTHLY SUMMARY.

On the 4th ult, the annual Eton College speeches were delivered in the presence of Prince Albert, and a number of the nobility and foreign ministers. One of the lads, named Evered, boldly recited Burke's celebrated speech against taxing the American colonies. The reporter of the London Times says that "this, in the presence of Mr. Abbott Lawrence, had a marked effect, and was loudly applauded."....Yesterday afternoon, June 22nd, a splendid gold salver was presented to the American Episcopalian Bishops, who are on a visit to England, by the members of the University of Oxford....Mr. Macdougal, professor of moral philosophy in New College, Edinburgh, has been elected professor of the same chair in the university, by twenty votes of the town council, against twelve given to professor Ferrier, of the University of St. Andrews.....The Newdigate prize for English poetry, at Oxford, has this year been awarded to Edwin Arnold, of University College, the subject being.—The Feast of Belshazzar.

Meeting of the English National School Society.—The annual meeting of the National Society was held at the Sanctuary, Westminster, this year. The Archbishop of Canterbury, (who presided,) in opening the meeting, observed that the wise and vigorous measures commenced more than twelve years ago, for promoting education, by improving the qualifications and character of the teachers, were beginning to tell upon the rising generation. A ballot for four gentlement to serve on the Committee resulted in the election of Sir W. P. Wood, the Rev. Canon Wordsworth, the Earl of Romney, and Mr. Mathison. The Rev. J. G. Lonadale, Secretary to the Society, then proceeded to read the report, which contained the follow-

ing statements :- " Since the last report the treasurer has been authorised to pay from the Queen's letter fund outstanding grants amounting to £7,000, voted by the committee in former years. These grants have assisted the applicants for aid in providing accommodation for 27,190 scholars, and in building 104 teachers' houses. There has, therefore, during the past year been added, with the help of the society, room for 29,164 children in 237 schools, either built or enlarged, together with 113 new teachers' residences. The number of schools placed in direct union with the society during the past year has been 202, making a total of 9,831 schools united to the society. The committee have begun to erect new buildings in Victoria Street, Westminster, for the training of teachers. Towards this object liberal subscriptions have been given, in addition to which there is still required a sum of £5,000 to complete the buildings, and £14,000 for the purchase of the site." It having appeared that the teaching of the Catechism had been suppressed in some of the schools m union with those of the National Society, the committee had decided to institute an inquiry, with a view to its restoration. By a minute of the privy council committee on education, dated the 12th of June, the observance of the regulations of the late government restraining clerical authority in the exclusion of books, and the suspension or virtual dismissal of teachers has been rendered optional. This relaxation of an essential regulation has been strongly censured by Lord Lansdowne and Lord John Russell, and the Earl of Derby has promised that no aid will this year be given to those schools whose clerical patrons act under the new permission.

Education in India.—From a parliamentary paper, just printed, it appears that in the season of 1850 there were 23,163 students in the several schools and other establishments for education maintained at the public expense in the several presidencies of British India. An extract is given from a despatch to the Government of Fort St. Georgeon "Bible Classes." The council of education proposed that the Bible should be included in the studies of the English classes, attendance on the bible class being left optional. As the provincial schools and the Madras University were for the apecial instruction of Hindoos and Mohamedans in the English language and the science of Europe, it was considered not expedient or prudent in any way to interfere with the religious feelings and opinions of the people. All such tendency had been carefully avoided at both the other presidencies, where native education had been successfully prosecuted.

#### UNITED STATES.

#### MONTHLY SUMMARY.

Princeton College, New Jersey.—The college buildings stand on the edge of the famous battle-field on which Washington triumphed and Mercer fell. The whole college having been occupied alternately by the contending armies, its walls still show the marks of the cannon balls discharged against them. In the picture-gallery of the college, among the portraits of its illustrious presidents and benefactors, a conspicuous place is given to a full length portrait of Washington, with the dying Mercer extended at his feet. This picture is the work of the elder Peale, who formed part of Washington's military family, and it occupies the same massive English frame which, before the Revolution, contained the portrait of George the Second, which was shattered by an American ball, in one of the skirmishes which preceded the battle of Princeton. In the library of the college may be seen the famous orrery, constructed by David Rittenhouse, which was carried away by the British troops during the war, but afterward returned.—Correspondent N. Y. Commercial Adv.

Antioch College, Ohio.—The corner stone of this college was to have been laid on the 23rd ult. Antioch College is the result of a united effort of the whole denomination of the people called New Lights, or Christians, throughout the country, and is now endowed with nearly \$200,000 in scholarships, at \$100 each. The buildings are being elected upon the most extensive plans, and when completed, will be the largest

and most imposing in the state. The main building is one hundred and ninety feet long by one hundred and fourteen wide, four stories, with towers and minarets. The dormitories, two in number, will be each one hundred and sixty feet long, by forty feet wide, and four stories high. The institution is to be conducted on liberal principles, and anti-sectarian. The Hon. Herace Mann is to be President of the institution. His services have been secured, and he will make arrangements to remove here during the next twelve months.—[Ohio Statesman.

# Literary and Scientific Intelligence.

MONTHLY SUMMARY.

Among the emigrants about going to Australia is Mr. Robert Hartwell Horne, the author of Orion, and other fine poems. Wm. Howitt has also gone to Australia.....One of the witnesses examined before the parliamentary committee on the electric telegraph companies, gave a specimen of the secret cypher system employed by Messrs. Willmer & Smith, who supply news to various daily papers. The following is part of the American president's message done after the style in question :- "Bagerility : Beritimolonum : Gobencummy : Pursevericulty: Hariebalena: Wateroloritile: Figurtutimoly: Aceditumonity: Tivengatility: Marigurdmaie: Duligericulem. S.Q.".....Cobbett, in his grammar, used to illustrate the meaning of a noun of multitude thus-" The house of commons-a den of thieves."..... Among the latest discoveries at Nineveh, one coffin was found containing the body of a lady of the royal house; many of her garments were entire, also the gold studs which fastened her vest. The most singular discovery, however, was a mask of thin gold pressed upon the face, so as to assume and retain the features of the deceased...... A new literary society has been established in Paris, the operations of which cannot but be beneficial to the French nation, Societe de l' Histoire du Protestantisms Français. M. Guizot has accepted the Honorary Presidency of the Society.....On the 1st of June, the submarine electric telegraph between Howth and Holyhead was completed, and messages were transmitted from Dublin to London. The cable consists of a single copper wire, perfectly insulated by gutta percha, and protected by an outer covering of iron galvanized wires. To secure further safety from the action of the tides and the sharp rocks, the iron coating is doubled for a considerable distance from each coast. The length of the wire is seventy miles, and the whole was laid down on Tuesday, under the direction of Mr. Newall and Mr. Statham, of the Gutta Percha Company...... A grand project has been proposed at Paris by the Abbe Moigno, a scientific writer of some note. It is to establish in the Bois de Bologne, a model in relief of Europe, with all its towns, cities, rivers, lakes, railways, mountains, and forests. Each country and each town would occupy apace exactly proportioned to their real extent; every mountain would resemble in geological construction and form, that which it would represent; and every river and railway would be of real water and real iron, and in length so many yards to the mile...... If one of the Paris journals is to be believed, M. Thiers has long been preparing materials for a "History of Civilization."..... The last number of the Literary Gazetts' for Sweden contains some interesting statistics of Swedish literature, journalism, and science in the year 1850. In that year 1,060 books and 133 journals and periodicals were published in the country. Of these books, the works on theology are by far the most numerous, for they muster to the strength of 182; next comes jurisprudence, with 123 law books; history, philology, medicine, mathematics, average from 30 to 80 works; and the number of treatises on the fine arts dwindles down to three. 156 novels were published, chiefly translations from English and French works. Of the 113 Swedish newspapers, 16 were published in Stockholm,.....The extraordinary industry of M. de Lamartine, since he was precipitated from political life by Bonaparte's coup d'etat, has more than once been noticed in this journal. In addition to the works-a long list-which he has already contracted to write-to his "History of the Restoration," now in progress of publication-and to the writing, compiling, and editing of a sort of monthly biographical magazine, called the Civilisateur-he has written, and is about to publish, a history of the First Constituent Assembly of France......Active preparations are being made at Belfast, among the influential residents of that city, for the reception of the British Association for the Advancement of Science. The meeting is appointed to commence on Wednesday, the 1st of September, under the Presidency of Colonel Sabine, and all the sections, we are glad to hear, will be accommodated in one building-Queen's College. Invited on this occasion to the centre of academical instruction and commercial industry in the North of Ireland, the Association will assemble in a district full of natural beauty, rich in geological phenomena, offering many attractions to the botanist and zoologist, and presenting facts of the highest importance to statistics and ethnology...... The opening of the Irish Industrial Exbition has taken place with great pomp and auspicious success. The Lord

Lieutenant, with his vice-regal court, has done everything to give official dignity and sanction to the scene. Processions, speeches, dinners, inauguration odes, and all kinds of pageantry, have marked the occasion. The Earl of Eglington's speech presents an able and interesting view of the history and objects of the Exhibition, and the results expected to flow from it. The morals of the whole may be summed up in one of his Lordship's sentences—" If Ireland has been able to do this in three months, what might she not do in three years?" It was only in the month of January of this year that the proposal was first made for an Exhibition at Cork of the industrial products of the Province of Munster. After much loss of time, the idea was extended to that of a National Exhibition, and a committee was formed in Dublin to co-operate with that at Cork. In three months the labours of these commistees have prepared an Exhibition highly creditable to Irish genius and industry...... The Turkish government has issued a mandate, forbidding the publication of unauthorized books......A scientific exhibition is about to leave England for the exploration of certain portions of the Pacific. It consists of the frigate Herald and the steamer Torch. Some of the best naturalists and medical men of the country are togo with it, and all the drawings are to be photographic......Dr. Moritz Wagner and Professor Scherzer, of Vienna, have recently arrived at New York, with a view to begin a thorough exploration—scientific, social, political, and statistical-of America.

The Mysteries of Science.—A series of articles are being published in the Algemeine Zeitung, by Baron von Reichenbrach, under the title Odisch-m gneitsche Briefe, (Odytic-magnetic Letters) in which he lays claim to having a new fluid, or rather a new dynamic element in nature. This element he calls "Od," a name whose etymology he has not yet explained; and those who are subject to, and can perceive its influence, he distinguishes as "sensitive." These are the persons who are generally regarded as capricious and whimsical; who cannot bear the colour of yellow, while more than others they love the colour of blue; who hate to look at themselves in a glass; who will not sit on the middle of a bench with others, but insist on having the corner seat; who cannot sleep on the left side, &c. Procure a natural crystal, as large a one as possible, either a gypsum spar, of about eight inches long, or a sulphur spar, or a Gothard rock crystal, of a foot long, and lay it horizontally across the corner of a table, or the arm of a chair, so as to leave the two extremities free. Then bring the sensitive person up to it, with directions to hold the palm of the leit hand towards the end of the crystal, at the distance of three, four, or six inches. In the course of a minute he will tell you, that from the apex of the crystal a cool current strikes the hand, but that when the hand is held towards its base, a sensation of lukewarmness is produced. In order to test whether sensitive persons could see something emanate from the crystal, on a dark night, (May, 1844) Reichenbach carried a large rock crystal to the house of a highly-sensitive young lady, Miss Angelina Sturnann; by accident her physician, Professor Lippich, a well-known German Pathologist, was present. They produced perfect darkness in two rooms, in one of which Reichenbach placed the crystal in a place unknown to all but himself. After a brief delay in the other room, in order to accustom the eye to the darkness, they led the young lady into the room where the crystal was. Almost immediately she pointed out the spot where Reichenbach had placed it. She said that the entire body of the crystal was glowing with a delicate light, and that at its apex was in constant waving motion a flame of blue colour and bell shape, as large as one's hand, now and then sparkling and disappearing in a sort of fine mist. At the other, or flat end of the crystal, she saw a slow red and yellow smoke. This experiment has since been followed by thousands of others with crystals, in countless variations, down to the present time. The fact has been demonstrated by a great number of sensitive persons, that the sensations produced by crystals are accompanied by appearances of light, which are blue and red, and yellow, from the opposite poles of the crystals, and are perceived by sensitive persons alone. A number of equally extraordinary phenomena are explained; and the author promises to show, hereafter, that they are inferior either in extent or importance to none that have obtained a place in physical science.

Chemical Appliances to Industry.—Dr. Playfair, speaking of chemical appliances to industry, as a characteristic of advancing civilization, remarks:—European nations, as they increase in wants, examine every material to see if it be adapted to their ministration; they observe and investigate the phenomena and properties of each body, so as to ascertain how far it may be subservient to their desires. In these investigations, Chemistry offers vital aid: she, like a prudent housewife, economises every scrap. The horse-shoe nails, dropped in the streets during the daily traffic, are carefully collected by her, and reappear in the form of swords and guns. The clippings of the travelling tinker, are mixed with the parings of horses' hoofs from the smithy, or the cast-off woollen garments of the poorest inhabitants of a sister isle, and soon afterwards, in the form of dyes of the brightest blue, grace the dress of courtly dames. The main ingredient of the tak with which I now write was possibly once

part of the broken hoop of an old beer-barrel. The bones of dead animals yield the chief constituent of lucifer matches. The dregs of port-wine, carefuly rejected by the port-wine drinker in decanting his favourite beverage, are taken by him in the morning in the form of Seidlitz powders, to remove the effects of his debauch. The offal of the streets and the washings of coal-gas reappear carefully preserved in the lady's smelling-bottle, or are used by her to flavour blancmanges for her friends. This economy of the Chemistry of Art is only in imitation of what we observe in the Chemistry of Nature. Animals live and die: their dead bodies, passing into putridity, escape into the atmosphere, whence plants again mould them into forms of organic life; and these plants, actually consisting of a past generation of ancestors, form our present food."

Electric Phenomena-At a recent sitting of the French Academy, M. Biot communicated the following interesting account of some very curious electric phenomena in Paris. The circumstances were brought before him by a young gentleman who was the subject of the phenomena, and in whose veracity he has the greatest confidence. "I was walking home," says the latter," on the evening of the 17th of May, when, an extremely loud thunder clap, occurred. I had not advanced fifty paces when a second thunder-clap, accompanied by lightening and rain, caused me to run. Instantaneously I perceived myself to be enveloped by so powerful a light that my eyes ached considerably, and at the same moment my hat was hurled from my head, although there was not a breath of wind. The pain in my eyes became so great that I was apprehensive of being struck blind; but the rain which now fell in torrents on my head; recovered me very quickly from a state of bewilderment, which may have lasted seven or eight seconds, and I perceived that my eyesight was unimpared. On going to bed I took out my watch, and I became then aware that the electric fluid had passed through fine left pocket of my waiscoat. The chain to which my watch was attached was not demaged, but the swivel was destroyed. A gold ring, confining several trinkets, was severed in five places, and the watch-key, which was made of steel plated with gold, was carried away, but the gold plating remained perfect. A small silver pocket compass had its poles inverted. In the morning, happening to wind up my watch, I found that the works were in order, and that the effect of the electric fluid upon them seemed to be itmited to causing the main spring to run down. In the same pocket with his watch were a small medallion, in Berlin iron, circled with gold, and a small gold key; these had disappeared, through the hole in my waistcoat pocket. As for myself, I felt no other inconvenience than a stiffness in my spine, such as might result from severe physical labours, but neither my skin nor my clothes, with the exception of my waiscoat, showed any sign of the electric fluid. D. ring my residence in Spain, I contracted the habit of wearing over my shirt and under my waistcoat, a sash of red silk wound five or six times round my waist. May not this silk sash have acted as an insulator? My money. which was in a purse in my trousers pocket, on the same side as my watch. was untouched."-[ Athenæum.

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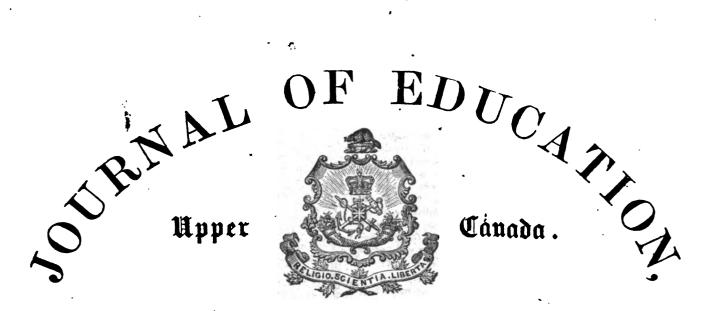
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# A GENERAL VIEW OF THE COURSE OF STUDY AND OF THE METHOD OF INSTRUCTION ADAPTED TO COMMON SCHOOLS.

BY THE REV. DR. SEARS, BOSTON.

As there will be several classes in a common school, it will be most appropriate to begin with a consideration of the youngest, with those who have but just entered it. If suitable arrangements could be made, it would be desirable to have each session of the day for study not more than an hour and a half or two hours long. The object of such short sessions would be two-fold; first, to consult the physical comfort and well-being of the children, and secondly, to prevent too sudden a transition in their mental habits. Where such an arrangement would be impracticable, it would be well, if, during a part of the school hours, an assistant teacher, or advanced pupil, could accompany the class on the play-ground or somewhere in the vicinity of the school, and teach them to make such accurate observations upon the various objects presented to view, as would give precision to their knowledge of forms, colors, proportions, measures and distances. These things, which are the cornerstones in the edifice of knowledge, a deficiency in which gives such a weakness and tottering appearance to the superstructure afterwards reared, can be learned much more readily and perfectly outside of the school-room than within it. This knowledge is needed in every elementary study. How many persons study

hundreds of lessons in arithmetic, depending on such measures of length as inches, feet, yards, and rods, without being able to estimate by the eye the length of anything in one or other of these measures! What an infinity of hues and colors is spread before the eye in nature, the notice of which, with their appropriate names would supply a deficiency which most persons feel through life ! And is it not better to study the forms of things in their actual state, than from definitions, pictures and diagrams? So, too, symmetrical proportions and groupings of things, according to the laws of propriety and taste, are nowhere better taught and exemplified than in the material world. The course which is here recommended would differ from the casual and disconnected observations spontaneously made by the young child in following his amusements, and from the instruction in the same subjects subsequently to be derived from books, and would seem to be the most natural way of passing from one to the other. There should be regular gradations in the first as well as in subsequent exercises of the school, and a period of many weeks should pass before a child should be chiefly occupied with books. That is not so much the time for teaching anything absolutely new, as for making one more perfect in the knowledge of things already more or less known, to make firm the foundations on which he stands, and to enable him to reach securely to that which is next above.

Following these exercises of the eye and the judgment on visible objects, will be others in a second part of the preliminary course, in which kindred things shall be presented to the mind or imagination to be considered and orally discussed in the school-room. Neither the objects themselves, nor the books that give an account of them, are now to be used. But in respect to familiar things, the memory and imagination of the pupil are to furnish the materials for mental inspection, and in respect to others, either specimens, models, pictures, or other representations are to be presented by the teacher, and the circle of the pupil's ideas to be enlarged by means of comparison of resemblance and contrast, slowly and cautiously proceeding from the clear to the obscure, from the known to the unknown. Here language (oral of course) in connection with things will begin to receive particular attention. Not only the names of things, and of their properties, relations and uses, but the proper conversational forms of expression, the easy and natural use of language as an instrument of thought in describing what has been observed, or conceived of, become more and more an object of attention. The teacher will find it necessary to spend no little time in selecting and arranging groups of objects, adapted to the age, intelligence These will vary and local circumstances of the children. with the localities of the school, the physical features of the neighbourhood, and the occupations and habits of the people.

Foreign objects should not receive attention, except incidentally, till those connected with the place are generally understood.

Furthermore, the teacher must have some reference to his own acquaintance with things and the appropriate popular terms to be applied to them, in making his selection. The plan may be more or less systematic, according to circumstances, without injury, provided it be natural, and dispose of the several objects of attention by putting them in their true place and relations.\*

During this early period it is advisable to accustom the children to make free use of the blackboard, and of the pencil and slate. It will furnish amusement and occupations while the teacher is attending to other classes. The muscles of the arm and hand will thus be trained. The first lesson in drawing can be conveniently given and practised now. Singing can also be introduced, provided it be wholly by rote, and be limited to one or two simple and appropriate school songs, in which style of delivery and expression shall be chiefly regarded. There are various other bodily exercises, partly for recreation and change, and partly for improvement in manners, and for preserving order, which are with great propriety introduced into many of the Public Schools.

We have thus far supposed the child to be employed in oral exercises upon objects. The next great work to be accomplished, much greater and much more unattractive than what has gone before, is to learn how the same language which he has learned to speak, and which has hitherto been addressed to the ear only, can be represented to the eye, and used in the printed form. Here arises one of the greatest of all the difficulties which the teacher has to overcome. That barely tolerable degree of success which attended the old methods of teaching was not so much produced by the instruction given as by the great aptness of children to learn in spite of the defects of method. Though the power to read words correctly, at sight, must always be the result of great labour on the Pert of the young, and though certain steps of the process are almost purely mechanical, yet it is generally conceded that much of the effort commonly made does not tend at all to the end in view, and that much of the time spent in learning the alphabet, and in applying it to its uses, is but little better than thrown away. Few

teachers have so carefully analyzed this complex process as to have a method of their own, founded on well established and clear principles; and hence the very common practice of merely doing what others do, or have done before them. The whole process needs to be resolved into its parts, and those parts to be kept as distinct from each other as possible, and arranged in the most natural order, so that the pupil, by mastering one difficulty at a time, may securely proceed, step by step, till he finds his way through. It is of the utmost consequence, also, to preserve, the natural freshness and spirit of language, and prevent its passing from the character of a living to that of a dead language, when, instead of being the medium of personal intercourse by the voice, it takes on the more dignified air of a printed book. This enormous evil in the schools reaches far and wide, and spreads itself into a thousand ramifications. The interest which was taken in the exercises of the school, when they related to objects, and were conducted by the living voice, abates, and it is nearly lost, when nothing but dull exercises or dry syllables and hard words are given, as if to puzzle the ingenuity of The mental faculties, except the memory and the the learner. power of divination, in respect to the sounds of letters, he almost dormant. If the mind should chance to busy itself much with thought, it will be as likely to form false and ludicrous conceptions as right ones, in connection with the long columns of new strange words. Reading will be the mere putting together of the sounds of syllables, words and sentences, which will call up that ghost known as the genius of school reading.

Men may differ in opinion as to the number and order of the successive steps to be taken in teaching the use and the powers of letters. There is probably ne one method equally adapted to all. But the principle of laying the process carefully out into its several perts, and of attending to them only one by one, can hardly be called in question. The old, and in many places obsolete, method, first, ofteaching the alphabet by showing the letters, causing their nomes to be repeated without any regard to the sounds as they represent, and then of teaching spelling by calling the names of certain letters in combination, and of pronouncing the syllable or word without any reference to the separate elementary sounds which, when united, constitute the word, will now find but few intelligent defenders. It is conceded, on all hands, that the name of a letter does not, except by accident, give any clue to its power, and that the connection between the first and second parts of the act of spelling a word, naming the letters and pronouncing the word, is purely arbitrary. It is, indeed, necessary to know the names of the letters, and it will often be convenient to resort to the arbitrary practice, but not till the natural and philosophical one, the phonetic, has become familiar. There is, furthermore, no propriety in making a child learn the names of all the letters of the alphabet in their order at first. It is, in itself considered, unnecessary; and, in its immediate effects, it damps the spirit and stifles the interest of the young learner. The most natural process would seem to be something like the following: to begin with what is already well known, a simple word, consisting of but two letters when it can be so, and resolve it into its elementary sounds; then to unite the sounds again so as to produce the word. When the appropriate words of this class have been exhausted others of three letters, and finally words of more syllables than one, may be analyzed in the same way, giving preference to dissyllabic words over monosyllabic ones, which have silent letters in them. Such exercises may be commenced before looking at a book, or knowing anything of the forms or names of letters, and continued till the various easy words, composed of single consonants and vowels, with either long or short sounds, shall be readily resolved into their elementary parts and then reproduced by the union of those parts. This should be the first step, because the previous use of words, or sounds in combination, gives all the means necessary for the analysis of these The pupil is still within the sphere of his own knowledge and experience. Again, as the name of a letter is but a mere symbol of its form, and as the letter itself in its visible form is but a symbol of the sound or sounds it represents, it is clear that we ought to begin with the sound as the source, and proceed from things to their signs, and the names of these signs.

The next step would naturally be to direct attention to the outward forms or visible characters used to represent those sounds. This work is also one of great complexity, and will need to be simplified. Whether it will be expedient to begin with the vowels alone,

<sup>\*</sup> Many methods have been given by different writers on the subject. From one of the latest authors on education, I will extract a few of the exercises which he lays down in his course of object lessons.

<sup>1.</sup> The school-rows. The names of the things to be seen in it, and the parts of which each is composed, but without the technicalities of the arrisan. The comparison of their form, size, color, and material. Which of them are found but in one, and which are sommon to more than one. Which are single articles of the kind, and which exist in larger number. Counting of corners, seats, and deaks to the number of four or ten. But avoid nice geometrical ideas and terms which do not occur in the child's daily life. daily life.

<sup>2.</sup> Apparatus, whatever is used in the school, whether by the teacher or by the pupils; which of these belong to the school, which to the teacher and which to the pupils. Connect with this the idea of ownership, of mise and thine, and the pronouns and cases used to express the idea of the possession.

The teacher and the possession.
 The teacher and the pupils, and their respective tasks. Exercise on the use of the verb. The number of children on one row of seats. The idea of more and less, and that of persons coming together for a common object.
 The kuman bedy. Those parts which address themselves to the eye, omitting the internal organization for the present. The actions of men;—"every person has, &c." "Some men have—can, &c." Old, young; large, small; strong, weak. The five senses, motion, voice. The nature and powers of the human mind do not belong here.

<sup>5.</sup> Animals, compared with men. Select from the mammalia, (which can easily be shown) a dog, cat, squirrel; also, a bird. Compare them part by part, and their action. "I should not like to be a brute animal, because, &c."

<sup>6.</sup> Food. Common, uncommon articles. Whence does it come; what its use; and how prepared? Wrong use of food, improper quantities; at improper times; what does not belong to us, but to others, as fruit on trees and in gardens

<sup>7.</sup> Clothing, of children, of adults, of foreigners, compared with that of animals.

Whence does it come; and how is it made? Washing garments. Order and neatness.

Costly and cheap dress.

<sup>8.</sup> Duelling house. Parior, steeping-chamber, kitchen, cellar, store-room. The use of each. The furnisure of each. The kind of work done in each. Lights, fires, provisions, and arrangements for the coming season. Who built the house? Who will hereafter occupy it? The dwelling-place of animals.

<sup>9</sup> The family. Father, mother, brother, sister, domestics What does each perform the others? Division of labour. Mutual care. Sickness. What does each question others?

<sup>10.</sup> Demastic animals. Dog. cat. cow. ox. horse, sheep, swine, hen, goose, duck, daye, sparrow, swalkow, rat. mouse, mosquito. Description and comparison of the form, size, color, covering, members voice, motions, actions, food, use, or noxious character of each. Show the satimats or pictures of them. Anecdotes respecting animals. "Never torture an animal for sport."

torture an animal for sport."

(For the remaining topics, I will merely give the subject, omitting the details given by the author, which can easily be supplied after the analogy of the preceding.) 11. The envirous of the house. 12. The village, or city. 12. The probasions and occupations of men. 14. Sunday. 15. The firms, 16. The firest; (trees and animals.) 17. Adjoining towns or villages, (direction, comparison, size.) reads, bridges. 18. Hills, valleys, and plains. 19. Animals, tame and wild. 20. Plants. 21. Btones and common minerals, (they must be exhibited.) 23. The heavens, sun, moon, stars. 28. Varieties of weather in various sensons of the year, (the use of the hapersonal verb, "i trains, snows, thaws.") 24. Time, its measurement, and what is appropriate at each season and period, (its effects on man, and other things.) 25. Holidays. 26. Public buildings and industrial establishments. 27. Magistrates, rulers and public officers and their duties. 28. The military. 29. Manufactures [articles materials, machines, operations.] 30. Commerce and trade. 33. Health and sickness, (causes and remedies.) 24. Death, (causes, effects upon others, burial, and the départed spirit.)

or with the easiest vowel and easiest consonant together; whether one sound of the vowels shall be taught by itself, or the two most common sounds be introduced in connection with each other, each instructor must decide for himself. As we have now to do with both the sounds and forms of letters, those letters should come first which are, in both respects, the easiest to apprehend and use. Letters which are represented by single characters should come before those whose characters are complex, especially if the pupil be required to make them on the slate or blackboard. Of those of similiar form only one should be learned at a time, and that should be the one most frequently occurring in words; for the memory is embarrassed by the necessity of nice distinctions, whereas it is aided by striking contrasts. Consonants which have different sounds according to their position, diphthongs, and, in fact, all irregularities should be excluded from the first lessons. I know, indeed, that one cannot proceed very far in teaching the elements or our language without encountering difficulties arising from anomalous sounds and combinations of letters. But of this apparent chaos in English orthography, some parts are much less chaotic than others. Great irregularities, or those which do not extend to large classes of words, belong not appropriately to the primary school. The fact that vowels in a certain position are generally long, and in a certain other position are generally short, may be made very simple, if we dismiss for the time being the numerous exceptions. So, also, the fact that the long sound of each of the vowels is represented by certain dipthongs, may be easily recognized and followed, if we limit our attention to large classes of words. The influence of the letter rupon certain vowels, modifying their sounds, can be made obvious to any child. Indeed, all that part of orthography which belongs to the primary school, may be taught without occasioning very great perplexity to the pupil.

When a child comes to put words together in reading, so as to form a sentence, no pains should be spared by the teacher to preserve the natural tones of human speech. Children are the most natural speakers in the world, and would, without instruction in Inflection, tone and emphasis, read well, if they could be made first to feel and speak short and easy sentences, like those to be read. Suppose a sentence to begin with the salutation, "Good morning." The child may be directed to repeat the words with such feelings as would naturaly arise in different circumstances. The teacher might say, "Imagine yourself coming from a cold chamber, early in the morning, and meeting your brothers and sisters sitting by a cheerful fire, bright as larks, how would you speak these words to them? If you were to enter the room of a sick mother, in what tone would you address these words to her? If the weather were dull, and your feelings sad, and you were to meet your teacher who had reproved you for some improper deportment the day before, how would you salute him? If, you would go out early and find your companions full of glee, what would be the way in which you would say 'Good morning' to them? Well here we are about to read of a girl, who was a little out of humor with her old sister the evening before, and now wishes to make smends for it, how would she be likely to speak these words to her sister on approaching her?"

Suppose a quarter of an hour were spent in such an exercise on a single phrase, and the residue of the sentence were left for the next exercise, could the time of the teacher and the pupil be more profitably spent? All that is necessary to insure natural reading at the outset, is to ply the imagination of the child, till it has produced the appropriate feeling. The tones and inflections will take care of themselves. When the result has been properly brought out, and every one knows and feels that the utterance of the words was as it should be, then it may be well to note it and record it as a thing ascertained by observation. Thus, by constant transitions from reading to speaking and from speaking to reading,—working every word and thought and image into the understanding, imagination and feeling of the young reader,—an effectual barrier will be raised against that grotesque habit of mouthing and drawling words which is not yet banished from our schools.

The subject of the piece to be read, the thoughts conveyed, and words employed, ought not to be such as require much explanation. Still the teacher should be satisfied with nothing short of positive evidence that all these are perfectly understood, before any attempt is made to read the passage aloud. But the faults of the voice, and of articulation, will be likely to be so numerous as to require

much vocal training. It is absolutely painful to go into some of the schools and hear the screeching voices, the outlandish and provincial vowel sounds, and the defective or exaggerated articulation which constantly offend the ear. The importance of a pure, rich and pleasant tone of the voice, both in school and domestic and social life, is rarely estimated as it should be. It is the natural interpreter of the heart, and carries with it agreeable or disagreeable impressions and associations, as it bears marks of rational control, dignity, gentleness and sweetness, or of the want of all these qualities. A decidedly bad management of the voice in the teacher should be a bar to his admittance to the school. The attention now given to music in the schools, besides improving the feelings, taste and deportment of the pupils in other respects, has had the effect to prone off the grating harshness of the voices of both teacher and pupil. It is still a common defect in both the speech and reading heard in the school-room, that the vowel sounds are wanting in purity and exactness. As these constitute the body of the sound heard in speech, the main current, as was once said by an accomplished teacher of music, on which the consonants fall like leaves and are borne away by the streams, they should be truthfully given. They should, moreover, have a full and sonorous utterance so as to give them their proper musical effect. One of the incidental evils resulting from efforts made to improve the articulation of difficult commonants, is, that the latter have been given with an exaggerated force; whereas distinctness and-delieacy only are required; and thus not only have the barsher elements of our language been needlessly rendered harsher still, but they have been made to compress and almost crush the vowel sounds, and thus injure the masic of the language. Let me not be understood as disparaging elecutionary exercises on the consenant sounds. I only speak of the mistake that is often made in confounding force with distinctness, leading to a violation of the principles of true taste, and putting the teacher of reading at war with the teacher of music. The true teacher of elecution and the true teacher of music recognize the same principles of taste, and work as coadjutors rather than as antagonists.

# SHORT MEMOIRS OF EMINENT MEN.

No. 2.

# WILLIAM HARVEY, M. D.

(The Discoverer of the Circulation of the Blood.)

"The wiedom of the Creator," it has been well said, "is in nothing seen more gloriously than in the heart and Wood-vessels;" -the action of the latter is essential to the performance of every function, and diffusing life, health and vigiour, through the entire animal frame; the cessation of the former, for a short period, absolutely fatal; the whole, nevertheless, so constructed as to go on at the rate of a hundred thousand pulsations in every twentyfour hours, for a period of from seventy to eighty years without disorder, without interruption, and without weariness! And yet so simple is the contrivance by which all this is brought about, that the next thing which astonishes us is the fact, that so many years elapsed before it was at all accurately understood. The arteries were found empty after death; it was, therefore, concluded that they merely conveyed air or some kind of "animal spirits." The veins alone were supposed to convey blood. By some it was propounded that the fluids move along the vessels in one direction during the day, and in the contrary direction during the hours of sleep, with many other equally chimerical and unfounded hypotheses. In the sixteenth century, a little more light was thrown upon the subject. By the researches of Servetus and of the Italian anatomists, Colombo and Gesalpini, the lesser circulation through the lungs, the fact of the blood being acted upon by the air, the existence of valves in the veins, and a few other particulars, were made out. But it was reserved for our illustrious countryman, in the century before last, to connect the whole into one harmonious system; to announce to the world the great discovery of the true doctrine of the circulation of the blood; to open up a new era in medical science; and to introduce as great a revolution in the sciences of anatomy and physiology, as Newton afterwards did in those of astronomy and optics, by his theories of gravitation

William Harvey was descended from a respectable family in the county of Kent, England, and was born at Folkestone on the



let of April, 1578. His education was conducted first at a grammar school in Canterbury, and afterwards at Gonville and Caius College at Cambridge. To minds of a certain order, some comparatively trivial event, carefully pondered, not unfrequently opens the path to discoveries of the greatest magnitude. There seems, at first sight, little relation between the fall of an apple, and the splendid scientific achievements of Newton. Yet it was a train of thought, directed by this apparently trifling circustance, which co.1ducted him to the whole of them. Thus it was with Harvey. In the course of his travels, for the completion of his medical aducation, he settled for a short time at Padua. Fabricius ab Aquapendente was then at the height of his reputation as a professor of anatomy in the university of that place. The theatre, built at his expense, is still exhibited to visitors at Padua. Its circular seats, rising almost perpendicularily one above another, now nearly black with age, give to the small apartment, which is wainscoted with curiously carved oak, a solemn and venerable appearance. The lectures were given by candlelight, as, from the construction of the theatre, no other light could be admitted. Here it was that Harvey caught the first glimpse of the discovery which has since immortalized his name. Fabricius one day pointed out the existence of valves in the veins -not however, that he had the slightest conception of their use, for the only conjecture that he could hazard was, that they might be designed to moderate the flow of blood from the trunks of the veins to their smaller branches, taking it for granted that such was the course of the circulation. This was enough for his intelligent pupil. There were valves in the veins undoubtedly; but could this be the intention of them? He would not place implicit dependence upon any teacher, however celebrated, but would examine for himself. Valves opening towards the heart seemed calculated to impede altogether, rather than to retard merely, the flow of blood, in a direction from that organ. Tie up a vein or compress it, as is done in the simple operation of bleeding, and that portion of the vessel which is at the greatest distance from the heart will swell and become distended. Whereas, he soon discovered that, if an artery were tied, just the contrary happened; that part became enlarged which was nearest to the heart. Hence he was led by various experiments, step by step, till he clearly demonstrated that the heart is first of all excited to contract by the stimulus of the blood, that this fluid is impelled through the arteries, and, after having served every purpose of secretion and nourishment, returns by the veins to recommence the circulation.

Great, however, as the discovery undoubtedly was-immense as was its practical advantage-simple and easily demonstrable as it now appears, Harvey durst not for many years even drop a hint upon the subject in his comparatively private lectures, and it was not until nearly thirty years had elapsed that he ventured to publish to the world, not in his own country, but at Frankfort, the results of his experiments. And then nothing could exceed the contempt and ridicule with which it was received. Had he lived in a country unblessed with the light of the Reformation, he would probably have shared the fate of Galileo. As it was, he was accused of propagating doctrines tending to subvert the authority of Holy Scripture, the epithet circulator, in its Latin invidious signification, (quack,) was applied to him, it was given out that he was "crack-brained," and his practice as a physician sensibly declined. In a quarter of a centuary more, his system was received in all the universities of the world, and Harvey lived to enjoy the reputation he justly merited.

The date of the first promulgation of his then novel views has not been accurately ascertained. Thus much is certain,-Harvey graduated at Padua and afterwards at Cambridge in the year 1602, soon after which he settled in the practice of his profession in London. In 1607, he was elected Fellow of the College of Physicians, and in 1615, he was appointed reader of the anatomical and surgical lectures founded by lord Lumley and Dr. Cadwell. In the British Museum, there is an original as. of his lectures of the date of April, 1616, which contains the propositions on which his doctrine is founded. But it was not till 1628, when he was in his fiftieth year, that be published the great work already referred to. Some curious preparatione, rude enough, but, under the circumstances of the case, highly interesting, which he either himself made at Padua, or procured from that celebrated school, and very probably exhibited during his course of his lectures, were not very long since presented to the College of Physicians by the

Earl of Winchelsea—a direct descendant of lord chancellor Notting-ham who married Harvey's niece. They consist of six tables or boards, upon which are nerves and blood-vessels, carefully dissected out of the body; in one of them the semilunar valves of the aorta are distinctly to be seen. These valves placed at the origin of the arteries, must, doubtless, together with the valves of the veins have furnished the most striking and conclusive arguments in favour of the true system.

The talent and discoveries of Harvey soon recommended him to the notice of the court. From a letter of James I., dated February 3, 1623, it appears that he had then for some time been physician extraordinary to his majesty. In 1632, he was appointed physician to Charles I., who always treated him with much regard, and was an interested spectator of many of his experiments. About this time he appears to have accompanied the earl of Arundel and Surrey, lord high marshal of England, as his physician, in his embasey to the emperor. Aubrey states, that one of his excellency's attendants on this occasion told him that, in his journey to Vienna, Harvey would always be making excursions into the woods' in order to investigate "strange trees and plants, earths," etc., and sometimes was in danger of being lost, "so that," adds he, "my lord ambassador would be really angry with him, for there was not only danger of thieves, but also of wild beasts." In the following year, Harvey accompanied the king in his visit to his northern dominions, and when the civil war broke out, he still followed the fortunes of his royal master, attended him when he left London, and was present at the battle of Edge Hill. On this occasion, the prince afterwards Charles II., and the duke of York, were committed to his charge." While the fight was going on, he had not a mind to forego pursuits more congenial to his taste; accordingly, he withdrew with the young princes under a hedge, and took out of his pocket a book, which he began to read. He had not, however, pursued his studies long, before a cannon-ball grazed on the ground near him, which soon compelled him to remove his station. After an arduous struggle, both sides claimed the victory; but one result of the battle was favourable to the inclinations and designs of Harvey. The king continued his march, and took possession of Oxford, the only town in his dominions which was altogether at his devotion. Hither, with the rest of the royal household, his physician retired, and here he had abundant leisure to pursue his favourite studies; although under the disadvantage of having lost many most valuable notes of experiments, which he had previously made; for at the beginning of the rebellion, his lodgings at Whitehall had been plundered, and many papers containing curious observations upon the dissections of animals had totally disappeared. This was a loss which he never ceased to lament, saying, that "for love or money he could neither retrieve or obtain them." remained at Oxford about three years, during which time-in 1645 -he was made warden of Merton College, by the king's mandate. It is related of him, that, during his stay there, he was in habits of itimacy with a kindred mind, Dr. Batherst, of Trinity College. This gentleman kept a hen to batch eggs in his chamber, which they opened daily to understand the whole process and results of incubation. "Eggs," says Harvey, " were a cheap merchandize, and were at hand at all times and in all places; and it was an easy matter to observe out of them what are the first evident and distinct marks of generation; what progress nature makes in formation, and with what wonderful providence she governs the whole work." This was a favourite study with Harvey, and forms the subject of his other great work, second only in the importance to his "Treatise on the Motion of the Heart and the Blood." Dr. Charles Scarborough, afterwards knighted by Charles II., was another associate in whose society he at this time much delighted; except that he considered him in danger, under the contagion of those troublous times, of neglecting his medical studies for the more brilliant profession of arms. To check his military ardour, he accommodated the young doctor with a lodging in his own apartment, saying, "Prithee leave off thy gunning, and stay here; I will bring thee into practice." But in the year 1646, Charles was persuaded to put himself in the power of the Scottish army at Newark, and orders were issued for the surrender of Oxford. Consequently Harvey was obliged to relinquish his short-lived appointment of warden to Merton College, and to return to London, where for some time he lived with his brother Eliab, a rich merchant, who resided opposite to St. Mildred, in the Peultry. How

long he remained with his brother does not appear, but it is certain that, not very long after this period, he withdrew very much from the world, and passed his time in retirement, in a house which he possessed at Combe, in Surrey. Here he had the advantages of a good air and a pleasing prospect, but to indulge a whim he had of delighting in being in the dark, he caused caves to be made in the earth, in which, in summer time he was accustomed to meditate, In this seclusion he was visited, in the year 1651, by his friend Dr. Ent. "I found him," says Ent, "in his retirement, not far from town, with a sprightly and cheerful countenance, investigating, like Democritus, the nature of things. Asking if all were well with him,—'How can that be,' he replied, 'when the state is so agitated with storms, and I, myself, am yet in the open sea! And 'indeed,' added he, 'were not my mind solaced by my studies, and the recollection of the observations I have formerly made, there is nothing which should make me desirous of a longer countinuance. But, thus employed, this obscure life, and vacation from public cares, which disquiet other minds, is the medicine of mine." Ent goes on to relate a philosophical conversation between them, the result of which was the determination on the part of Harvey to publish his second great great work just alluded to.

In the year 1653, Harvey presented the College of Physicians with a library and museum, erected in a munificent manner, entirely at his own expense. It is described as a noble edifice of Roman architecture (of rustic work, with Corinthian pilasters,) and consisted of an elegantly furnished convocation room, or parlour, below, and a library, filled with choice books and surgical instruments, above. And, we are told, it was erected in the garden of the College of Physicians, at that time situated in Amen Corner. This garden, it seems, was of an irregular form, but extended as far as the Old Bailey to the west, and towards the south reached to the church of St. Martin, Ludgate Hill. In the following year he was appointed president of the college, an office which he declined to accept on account of his advanced age and infirmities, but he testified his regard for its welfare still farther, by giving up his paternal estate of £56 per annum for its benefit. The few remaining years of Harvey's life were much embittered by suffering from the gout and other bodily infirmities. He died on the 3rd of June, 1657.

There are many remarks, in the works of this distinguished physiologist, expressive of profound reverence for the great First Cause of all those wonders, into which it was his delight to pry with such curious research. He was accustomed to say that he never dissected the body of an animal, without discovering something which he had not expected or conceived of, and in which he recognized the hand of an all-wise Creator. To His particular agency, and not merely to the operation of general laws, he ascribed all the phenomena of nature. It would have been gratifying to have traced the effect of the great truths of the Bible, as impressing his heart and regulating his conduct; but on this important question we can say nothing farther, as his biographers are silent.

In his person, Harvey was very small in stature, round faced, of an olive complexion, with small round black eyes, and hair black as a raven till within twenty years of his death, when it became quite white. His mind was furnished with an ample store of general knowledge. In early life, he is said to have been passionate, and apt to draw the dagger-which, after the manner of the times, he constantly wore—on very slight occasions. But when he grew up to manhood, and during his long life, he had the character of being candid, cheerful, and upright, living on terms of harmony with his friends and brethren, and showing no spirit of rivalry and hostility. His visits to his patients he made, we are told, on horseback, with a footeloth, his man following on foot, in the same way in which the judges were then accustomed to ride to Westminster Hall. But in practice, he does not appear to have been particularly successful. The truth was, that the great physiologist not only disdained those arts of gaining the confidence of the public, by which many succeed, but was probably too intent on making discoveres in science, and of too speculative a turn of mind, to devote that attention to practical details, which is so essentially requisite in the art of medicine.

The more clothing we wear, other things being equal, the less food we need.

# Pouths' Department.

#### THE BOY.

There's something in a noble boy,
A brave, froe-hearted, careless one,
With his unchecked, unbidden joy,
His dread of books and love of fun,
And in his clear and ready smile,
Unsthaded by a thought of guile,
And unrepressed by sadness,—
Which brings me to my childhood back,
As if I rod its very track,
And felt its very gladness.

And yet it is not in his play.

When every trace of thought is lost,
And not when you would call him gay,
That his bright presence thrills me most.
His shout mey ring upon the hill,
His rotce be echoed in the hall,
His rotce be echoed in the hall,
And I is andness hear it all,—
For like the wrinkles on my brow,
I scarcely notice such things now,—
But when amid the earnest game,
He stope, as if he music heard,
And, heedless of his shouted name,
As of the carol of a bird,
Stands gazing on the empty air,
As if some dream were passing there.

"Tis then that on his face I look,
His beautiful but thoughtful face;
And, like a long-forgotten kook,
Its sweet, familiar meaning trace,
Remembering a thousand things
Which passed are on those golden wings
Which time has fettered now,—
Things that came o'er me with a thrill,
And left ne silent, sad, and etill,
And threw upon my brow
A boiler and a gentler cart,
That was too innecent to last.

"Tis strange how thought upon a child Will, like a presence, sometimes press, And when his pulse is beating wild, And life itself is in excess,—
When foot and hand, and ear and eye, Are all with ardour straining high, How in his heart will spring
A feeling, whose mysterious thrall, Is stronger, sweeter, far than all;
And on its silent wing,
How with the clonds he'll float away,
As wandering and as lost as they.

WILLE.

# PHYSICAL TRAINING IN SCHOOLS. GYMNASTIC EXERCISES.

CONTINUED.

No. IV.

Fig. 58.

Action 96. Get up on the pole as in action 80, the arms being straight; then gradually sink down and kiss the pole, and then rise gradually to the first position (fig. 58).



Action 97. Sit across the pole, and, with a firm grasp, endeavour to raise the body off the pole till the back is horizontal.



Action 98. Throw the left leg over the pole, then at the same time throw both arms over the pole, holding by the arm only (fig. 60).



Action 99. Throw the right leg over the pole, the left arm being underneath, and the right arm hanging down (fig. 61).



Action 100. Hang on the pole, the hands on each side, and then raise the legs on each side of the pole, as high as possible (fig. 62).



Action 101. Hang on the pole, the hands on one side; then spring at once on to the pole, and balance the body on the arms (fig. 63).



Action 102. Sit on the pole; suddenly drop backwards, and clasp the pole with the hams, hanging down (fig. 64).



Action 103. Hang on the pole, the hands on one side, and gradually bring up the legs till they are perpendicular, the arms being straight (fig. 65),





Action 104. Hang on the pole, the hands on both sides, throw both legs at once over one side of the pole, then over the other; do this several times (fig. 66).

These Horse exercises must not be attempted until the preceding exercises have been performed, so as to realise perfect capability in their performance. The gymnast should perform only one of these actions at a time, gaining perfect capability in each before proceeding to the next.

In performing the following exercises, the body and head are to be kept upright, and the knees and ancies straight, unless otherwise expressed, or where a change is absolutely necessary.



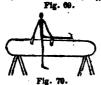
Action 105. Place the hands on the middle of the ponimels, thumbs inside, and spring up so as to bring the arms quite straight. Do this several times without resting, at first slowly, afterwards more quickly (fig. 67).



Action 106. Hands on pommels as before, spring up and touch the saddle with the toes (fig. 68).



Action 107. As action 105; at the same time spread the legs so as to touch the sides of the horse with the toes (fig. 69.)



Action 108. Spring up, and throw up the right leg, keeping the other straight; do this several times (fig. 70).

Action 109. As action 108 with the left leg.



Action 110. As action 106, and cross the legs on coming down (fig. 71).



Action 111. Jump up, and rest with the hands on the pommels, arms straight, thighs against side of horse, spring away from the horse and come back again several times, without coming to the ground (fig. 72).



Action 112. To mount the horse : place the hands on the pommels, thumbs inside, spring up, rest for a moment with thighs against sides of horse, then throw the right leg over the back pommels, and sit perfeetly upright in the saddle.—To dismount: place the left hand on the front pommel, thumb inside, and the right hand on the saddle in front of the body, and spring off (fig. 73).



Action 113. Mount as directed in action 112: place both hands close together on front pommel, thumbs in front, fingers behind, arms straight, then raise the hody as high as possible several times (fig. 74).

Action 114. As action 113, and swing the body backwards and forwards, knees straight.



Action 115. As action 114, and bring the feet on the saddle, behind the hands (fig. 75).

Action 116. Jump on end of horse, and walk on the hands along the back of horse, with the body a little raised, as in action 113.

Note.—In springing up, jump from the toes. In sitting on the horse the thighs should press the sides of it. so as to leave a space between the body and the saddle, just sufficient for the open hand between them.

(TO BE CONTINUED.)

# ILLUSTRATIONS OF ASTRONOMY.

No. 5.

THE ECLIPTIC, ZODIAC, SIGNS, NODES, TRANSPES, &C.

True Figure of the Planets.-The spherical form of the planets evinces the supreme wisdom of the Creator. Were they cubes, for instance, instead of spheres, their temperature would be far less regular than it now is; the sun would rise suddenly upon a whole side at once; and suddenly disappear at night; and the blessings of twilight, and the gradual succession of day and night, as they now transpire, would be unknown.

On the maps the planets are represented as exactly round; or spherical; but this is not their precise form. Their rapid motion around their respective axes has a tendency to depress or flatten them at their poles; and extend or widen them at their equators. Hence their equatorial diameter is considerably greater than their polar diameter; the true figures of the planets being that of oblate spheroids.

The difference between the polar and the equatorial diameter of the planets respectively, so far as known, is as follows:

Earth, 26 miles. Jupiter, 6,000 miles. Mars, 25 Saturn, 7,500

The Ecliptic is the plane or level of the earth's orbit, indefinitely extended. Fig. 1 represents the earth in her orbit, as she would appear to a beholder placed at a distance, and elevated above the plane of the ecliptic. She is represented in perspective as appearing smaller as she grows more distant—as keeping her poles towards the same points in the heavens; and as exhibiting the phases of the moon according as we see more or less of her enlightened side. The arrows placed in her orbit show her direction.

The Poles of the Ecliptic.—The poles of the earth are the extremities of her axis. The poles of the ecliptic are the extremities of the imaginary axis upon which the ecliptic seems to revolve. The ends of a rod or pointer, run through the map at the centre of the sun, would exactly represent the poles of the ecliptic.

As the ecliptic and equator are not in the same plane, their poles

do not coincide, or are not in the same points in the heavens.

The Zodiac is an imaginary belt 16° wide, namely, 8° on each side of the ecliptic; and extending from west to east quite around the beavens. It is represented on the map by the plain circles above and below the ecliptic. In the heavens the Zodiac includes the sun's apparent path, and a space of eight degrees south and eight degrees north of it.

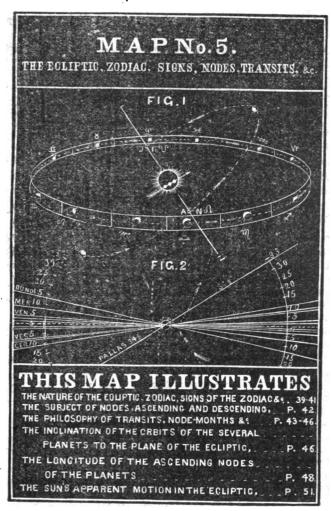
Signs of the Zodiac.—The great circle of the Zodiac is divided into twelve equal parts called signs. These divisions are shown on the map by the spaces between the perpendicular lines that cross the Zodiac. The ancients imagined the stars of each sign to represent some animal or object, and gave them names accordingly.

The names, order, and symbols of the twelve signs of the Zodiac, are as follows:

10 mg 10110 Mg !			
Aries, or the Ram,	್ರ ಕ್ಷುಬ್ಬ್ರಾಣ್ಣ ಕ್ರಿ	Libra, the Balance, Scorpio, the Scorpion, Sagittariue, the Archer, Capricornus, the Goat, Aquarius, the Waterman, Pisces, the Fishes,	<b>₹%%</b>

The ancient Astrologists supposed that each of these signs governed some particular part of the human body; and even in modern times people sometimes consult the frontispiece of their almanacs, to see whether the "sign" is "in the head," or "in the heart;" so as to attend to certain important affairs "when the sign is right." The idea seems to be that the word " sign" signifies an omen or prognostication; and that the signs of the Zodiac have some mysterious control over the destiny of man.





Node—Ascending and Descending.—Fig. 1 represents an interior planet as revolving in an orbit inclined to the ecliptic at an angle of about 45°; and as both planets revolve around the same centre of attraction, the interior planet must pass through the plane of the ecliptic twice at every revolution; once in ascending, and once in descending. These two points, where the orbit of a planet passes through or cuts the plane of the ecliptic, are called the nodes of its orbit. One is called the ascending, and the other the descending node. On the map A. N. is the ascending node, and D. N. the descending node. They are also denoted by the following characters, viz.: A for the ascending, and V for the descending.

A line drawn from one node to the other is called the line of the nodes, and may be seen on the map, marked L. N.

In the figure the ascending node is represented as being in the middle of Libra, and the descending in the middle of Taurus. The design is merely to illustrate the subject, without representing the actual line of the nodes of any one of the planets.

Transits.—By consulting Fig. 1 it will be seen that if an interior planet was at her ascending node, and the earth on the line of the nodes, on the same side of the ecliptic, the planet would seem to pass over the body of the sun, as shown in the figure. This passage of a planet over the sun's disc, or between the earth and the sun, is called a Transit.

Mercury and Venus are the only planets that can make a transit visible to us; as all the rest are exterior to the earth's orbit, and consequently can never come between the earth and the sun. But the earth may make transits visible from Mars, the Asteroids, and Jupiter; and they in turn may make transits for the inhabitants of all exterior worlds. The principle is, that each interior planet may make transits for all those that are exterior.

If the orbits of Mercury and Venus lay in the plane of the ecliptic, they would make transits whenever they were in conjunction with the sun. Even with their present inclination the same phenomenon would take place twice in every revolution, if Venus and the

earth, for instance, were to start together from the line of Venus's nodes, and revolve in the same periodic time, Venus would then always make a transit in passing her nodes.

To calculate transits at any one node, we have only to find what number of revolutions of the interior planet are exactly equal to one, or any number of revolutions of the earth; or in other words, when the earth and the planet will again meet on the line of the planet's nodes. In the case of Mercury this ratio is as 87.969 is to 365.-256; from which we ascertain that

7 periodical revolutions of the Earth are equal to 29 of Mercury;

13	44	44	64	44	<b>86</b>	54	44
33	44	44	46 -	44	æ	137	84
46	44	44	64	64	44	191	44

Therefore transits of Mercury, at the same node, may happen at intervals of 7, 13, 33, 46, &c., years.

All transits and eclipses are calculated upon these principles.

The transits of Mercury all occur in the months of May and November. The reason for this is, that his ascending node is in the 16th degree of Taurus, and his descending in the 16th degree of Scorpio; the first of which points the earth always passes in November, and the other in May.

# Transits of Venus.

8	periodical	revolutions	of t	the Earth are	equal	to 13 of	Venus
235	•	44	44	44	4	382	46
243	44	**	44	44	44	346	4
251	44	44	44	••	ú	408	44
001	66	64		64	66	475	. 64

The lîne of Venus's nodes lies in the middle of Gemini and Sagittarius; which points are passed by the Earth in December and June. It follows, therefore, that transits of Venus must always happen in one or the other of these months.

Inclination of the Orbits of the Planets to the Plane of the Ecliptic.—Fig. 1 represents the orbit of a planet as inclined to the ecliptic at an angle of about 45°. But none of the planets have so great an inclination; the main object here being to illustrate the subject of nodes.

The inclination of the orbits of the several planets to the plane of the ecliptic, is shown in Fig. 2. In the centre is seen the sun. The dotted line running horizontally across the map, and through the sun's centre, represents the plane of the ecliptic. On the right and left are seen arcs of a circle, divided off, and numbered every ten degrees. The plain lines, inclined more or less, and passing through the centre of the sun, represent the plane of the orbits of the planets respectively. On the left, outside the graduated circle, are seen the names of the planets; and just within the circle the amount of the inclination of their orbits. This inclination is as follows:—

Mercury				70	Ceres, .				1019
Venus,	٠.	٠.		31	Pallas,			•	34 <u>1</u>
Earth,					Jupiter,				14
Mars, .			•	2	Saturn,	•	•	•	$2\frac{1}{2}$
Vesta,		•		7	Herschel,				*
Astræa,	•			7월	Neptune,	•		•	120
Juno, .				13					

The wide portion of the graduated circle shows the limits of the Zodiac; extending 8° on each side of the ecliptic.

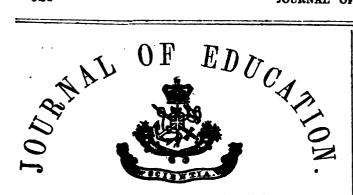
It will be seen that the orbits of most of the planets lie within the limits of the Zodiac; but Juno, Ceres, and Pallas, extend beyond its bounds. They are therefore sometimes called the *ultra zodiacal* planets. The orbit of Neptune is not inserted in the map.

Near the middle of Fig. 2, are seen two comets in their orbits; one coming down from the heights North of the ecliptic, passing around the sun and then reascending; and the other coming up from the depths South of the ecliptic. The design is to illustrate the fact that the comets do not revolve in the plane of the ecliptic, or as nearly so as do the planets; but that they approach the sun from all directions, or from every point in the heavens.

Young people and others cannot study much by lamp-light with impunity.

Sleeping rooms should have a fire-place, or some mode of ventilation besides the windows.





# TORONTO, AUGUST, 1852.

DISTRIBUTION OF THE SCHOOL FUND TO SCHOOL SECTIONS, ACCORDING TO AVERAGE ATTENDANCE.

By giving effect to the letter of the School Act, two changes take place in the apportionment and distribution of the School Fund for the current year. It is apportioned to the several Counties, Cities, Townships, Towns and Incorporated Villages, according to the official census of the population at large, and not, as heretofore, according to the local returns of school population. It is distributed to the several school sections of each township, not, as heretofore, according to the reported school population of each section, but according to the average attendance of pupils at school in each section—the mean average attendance of winter and summer being taken. In the first general application of so important a principle of the school law, it may be proper to advert again to the origin and reasons of its introduction.

This provision of the present Act (1st clause of the 31st section) was first submitted by the Chief Superintendent of Schools to the Governor General in Council, the 14th October, 1848, in transmitting the draft of a short bill designed to remedy some of the defects of the school law of 1846. The reasons assigned for the introduction of this new principle into the law relative, to the distribution of school moneys, were as follows;---

"The tool/th section proposes giving a discretionary power for the distribution of the School fund in each district to the several schools, according to attendance, instead of according to school population. The Bathurst District Council has strongly advocated attendance as the basis of distributing the District School Fund.

buting the District School Fund.

"As population has been invariably adopted in all the popular school laws with which I have met, as the basis of distributing the Local School Fund of each county or town, as well as the State or National Fund to the several Municipal localities, I hesitated in proposing any other until within a few months since, when I received the last Annual Report of the Massachusetts Board of Education in which I find this distribution of the School Fund recommended to the Legislature with a force of argument which, I think, cannot be resisted. I find experienced persons whom I have considered the seme coming. I find on examination, that in many large think, cannot be resisted. I find experienced persons whom I have consulted of the same opinion. I find on examination, that in many large school sections the attendance of pupils is often not larger than in small ones. Distributing the School Fund according to attendance will therefore be favourable to small sections. I find also that the attendance of pupils in new and poor rural sections and tewnships is larger in proportion to the whole school population, than in older townships and cities or towns. The adoption of the proposed principle of distribution will, therefore, be favourable to the newer and poorer sections of the country. This is the result of a most extended inquiry into the statistics of school attendance as compared with school population in the State of Massachusetts; and the Secretary of the State Board of Education concludes his argument on this point with the following impressive remarks:—

"'It is most obvious, then, that an apportionment of the income of the

"It is most obvious, then, that an apportionment of the income of the School Fund according to the average attendance of children upon the school—taking the mean attendance for both summer and winter schools—would conduce greatly to the benefit of the smaller, the more agricultural, and the more sparely populated towns. It would distribute the bonnty of the the more sparely populated towns. It would distribute the bountry of the State on the principle of helping those who help themselves. It would confer the benefit of the income on the children who attend the public schools, instead of bestowing it in behalf of children who attend academics and private schools, and never enter public schools at all; and thus it would give a practical answer to the pertinent question why money should be given to those who disdain to use it. And, lastly, it would be a new be given to those who distant to use it. And, lastly, it would be a new argument of great weight in many minds in favour of a more uniform attendance upon school; because the detention from school of any child who ought to be in it, would diminish the town's share of the income, and thus infliet palpable injustice, not only on the absentee, but on all other children

In the Annual School Report of the Superintendent of Schools for the State of New York for 1850, we find the same provision recommended to the favourable consideration of the Legislature of that State, in the following words:-

"It is respectfully suggested to the Legislature, whether the ratio of apportionment and of distribution of the school money might not advantageously be so changed as to have reference to the attendance of pupils upon the districts schools, for a certain specified period during the preceding year, instead of being upon either population or the number of children actually residing in the district. By the adoption of this mode of distribution, strong inducements would be presented to the taxable inhabitants of the several districts, to place their children in the Common Schools, and to keep them there for a sufficient length of time to secure an additional share of the public money."

By an anthority expressely given in the Anthe the Chilf Suppose

By an authority expressly given in the Act to the Chief Superintendent of Schools, the operation of this provision was suspended in 1850; and that suspension was repeated in 1851, in regard to most of the counties at the request of the county councils, in order that the fullest notice might be given to all parties concerned before its application. In the mean time, full explanations were given of its nature and operations, and all parties were advised to prepare for its introduction. After such a notification of 18 months, it would not be in accordance with the spirit and objects of the School Act for the Chief Superintendent to exercise the power of suspending the operations of this clause a third year, though he has been requested to do so by a few municipal councils.

Several county councils requested that the operation of this provision of the law might not be suspended last year, in so far as their counties were concerned; and their requests were complied with.

Questions have been asked by several local superintendents respecting the mode of giving effect to this provision of the law. The substance of the answers to these questions may be here inserted.

As to ascertaining the mean average attendance of pupils in summer and winter, it may be sufficient to give the following extract from the official circular, dated 28th June, 1851, addressed by the Chief Superintendent to local superintendents of schools on this subject :-

subject:—

"To ascertain the average attendance of pupils at a school for a given period, involves no difficulty; but I am asked, how the "mean attendance of winter and summer is to be obtained?" I answer, that in the directions which have accompanied the blank forms of Trustees' reports during the last two or three years, it is stated that "the term summer is the report is intended to include the half year commencing in April and ending in September, and the term winter the half year commencing in October and ending in March;" or in other words, the summer part of the school year commences in the spring, and the winter part in the summer. Should the "average winter attendance" of pupils in a school section be fifty, and should there be no school in such section during the summer, the "mean attendance of pupils in winter and summer" in such section would be twenty-five; but should there be a school in such section during the summer, and the average attendance be forty, then the mean attendance of fifty d the average attendance be forty, then the mean attendance of fifty in the winter and forty in the summer, would be forty-five."

A local superintendent proposes a case in the following words:-

"Some schools are kept open only six months in a year—four months, perhaps, in winter, and two in summer. The question is whether we are to take the average of the time the school is kept open, or whether we are to extend the average over the whole year? For example, a school is kept open two months in summer, the average attendance during which (two months) is twenty pupils. The same school is kept open four months in winter, with an average attendance during which (four months) of thirty. The mean average attendance in said school for six months will be twenty-five pupils."

"Or,

"A school is kept open two months in summer, with an average attendance of twenty pupils for the two months—equal to an average attendance of 6f pupils for six months. The same school is kept open four months in the winter, with an average attendance of thirty pupils for the four months—equal to an average attendance of twenty pupils for six months. The mean average attendance of said school during the twelve months (or winter and summer of a said wear, will be 132.") winter and summer of) said year, will be 13;."

The question is, which of the above modes of taking the average attendance of pupils is the correct one? The answer is the latter, which agrees with the letter of the law, and the principle of the foregoing extract from the official circular of June 28, 1851; one object of this provision of the Act being to encourage the keeping open schools in the summer as well as winter.

Another local superintendent has proposed another question, as follows :-

"One school is kept open six months of a year—three months in winter-"One school is kept open six months of a year—three months in winter and three months in summer, with an average attendance of forty pupils during each three months. Another school is kept open twelve months in a year—six months in winter and six months in summer, with an average attendance of forty pupils during each six months—Are both schools to receive alike? Or, is the latter to receive twice the amount of the former, having performed twice the amount of labour?" The answer is, the latter school is entitled to twice as large a sum as the former; the principle of the law being to help those that help themselves, and in proportion as they help themselves.

We think the foregoing remarks are sufficient to illustrate the application of this provision of the School Act to all the varieties of cases which exist in connection with the school sections throughout the Province, while they show the equitable principle on which the provision itself is based.

It will be seen that this clause of the Act does not apply to Cities, Towns and Incorporated Villager, in each of which there is but one fund, one interest, and one Board of School Trustees. Nor does it affect the apportionment of the School Fund to Townships, to each of which, as well as to Cities, Towns and Villages, it is apportioned according to population. But it applies to the distribution of the School Fund in each Township to the several school sections of such Township—based upon the principle of aiding each section according to its works.

ERECTION OF SCHOOLHOUSES IN CITTES, TOWNS, AND INCORPORATED VILLAGES IN UPPER CANADA.

The erection of good schoolhouses is one of the surest indications of the progress of education in any country under a popular system of government. The number of good school-houses which have been erected in Upper Canada within the last five years, and which are being erected, is great beyond all precedent-great almost beyond belief. In the rural parts of the neighbouring State of New York, we believe the progress of popular education has not been equal to its advancement in the rural parts of Upper Canada; but the cities and towns of the neighbouring States are greatly in advance of our cities and towns, both in the character of their school-houses, and in the condition and character of their schools. It was only in 1847, that anything like a system of schools was first preposed for our cities and towns; and it was only in 1850, that our cities and towns were placed upon an equal footing with those of the neighbouring States, by the creation of the present system of an elective board of school trustees for each city, town, and incorporated village, with powers somewhat commensurate with their duties, and with a responsibility likely to ensure the exercise of prudence and energy. The success of the new system already exceeds what had been anticipated by its most sanguine advocate. School-houses, such as would be an honor and ornament to any town in America, have risen in Hamilton, London, Brantford, and Chatham; and similar buildings are going up in other cities and towns, and villages.

In Belleville, the erection of several brick schoolhouses has been decided upon; three of which (beautiful ones) are now nearly completed. Six large fine schoolhouses are in the course of erection in the City of Toronto. A few days since we received a letter from the Chairman of the Board of School Trustees in the Town of St. Catharines, of which the following is an extract:—

"The Board have decided to erect two schoolhouses of brick, to accommodate from two hundred to two hundred and fifty scholars each: of one or two stories high, as may be recommended, and of neat, but not expensive architectural design."

And it affords us peculiar pleasure to add the following letter from the Secretary of the Board of School Trustees for the newly incorporated village of Preston—a village the very existence of which will be an item of news to some of our readers:

Preston, August 2nd, 1852.

Rev. Dr. EGERTON RYERSON,

Chief Superintendent of Schools, Toronto.

Rsv. Sin,—Having ascertained from your circular to clerks of cities, towns, and villages, that you desire copies of proceedings of the councils on educational matters, I beg leave to inform you of the proceedings of the board of trustees of this village, of which I have the honor to be secretary.

The Board, after having been organized, determined that the school of this village should be supported on the free school system. This system was introduced into this school in October, 1849, when

it was a section school, and has worked so admirably well since that time, that it would be a stain upon the character of any true friend of education to abandon it. To descant in praise on this system, would be to gild refined gold, or paint a beauteous lily. The free school system is its own eulogy; wherever it is introduced, it sows the seeds of morality and future independence, and may properly be called an act of genuine Christian charity.

The echool being very large, and the schoolhouse only of ordinary size, the board determined to erect a new schoolhouse; a committee being appointed to select a suitable lot of ground for a site, and draft a plan for a new schoolhouse, it was resolved that an acre of ground be purchased, and a schoolhouse erected thereon as follows:—

The building to be placed 30 feet from the front limit of lot; the building to be 78 feet long, 26 feet wide, and a wing attached to the same, 26 by 34 feet; foundation walls, 5 feet; the other walls of bricks, 14 feet high. The house to have 3 school-rooms. 84 by 26 feet each, and a hall in centre of front building, 26 by 10 feet wide. The building to be warmed with hot air; two of the rooms to be used for boys' school, and one for girls' school; the hall to be used for the library; separate cuter entrances into each school-room; each room to have 6 windows of 24 lights, 10 by 14; a frontispiece of 26 feet wide, to be built above front entrance—the frontisplece to have a semicircle window 5 feet wide; the hall to be arched so as to receive its principal light from the semicircle window. A wood-shed, 30 by 18 feet, and a privy, to be erected on suitable places, and also a well to be dug, with pump in the same. The lot is to be divided into two halves by a fence, leaving the boys' play-ground on the one side, and the girls' play-ground on the other; the play-grounds are intended to be planted with shadetrees. The seats in the school-room will be made similar to those in the academy of Rome, N. Y., as given in the Journal of Education, May, 1851, page 68; care will be taken for proper ventilation of the rooms;—a belfry, 8 feet high, 5 feet in diameter, six angular, with concave roof, covered with tin on frontispiece.

The Board has deemed it expedient to raise the amount for defraying the expenses of the ground, building, &c., by a tax upon all the rateable property in the corporation, and have desired the municipal council to pass a by-law to that effect. The amount desired is £400, to be raised in five years, each year £80, commencing this year. The contract for the building will be let by public auction.

The Board has also decided to raise the sum of £75 towards the payment of the teachers' salary. The municipal council has passed the by-law for the £400, in conformity with the request from the Board.

The Board has provided a set of tablet lessons of the first reading book, of arithmetic, and also a set of copy lines, all pasted on boards and varnished; these, together with the maps and other school apparatus previously provided, while a section school, afford a great facility to the teacher in his instructions.

The school, since the engagement of a very qualified teacher, lately from the Normal School, has increased in number to a great extent: there are about 135 scholars on the roll, of which, over 100 are attending daily. This alone would be a sufficient reason of enlarging the school premises, as it is a moral impossibility for one teacher to do justice to so large a number, and the plan of appointing two teachers to teach in one room has not been considered advisable. Beside this school, there is the separate Catholic school, and also a private female school in the village; the attendance, however, of both is but limited.

In conclusion, I have only to remark, that the foregoing proceedings of the Board of Trustees, are the result of the incorporation of this village—by which act, greater powers were conferred upon the trustees than in the section schools, thus affording them the opportunity of discharging the duties which devolve upon them, with much more facility, and with greater satisfaction to the public than trustees of section schools could do.

I have the honor to be,

Rev. Sir,

Your most obedient servant, :

Orro Klotz,

Secretary, Board of Trustees.



# Miscellaneous.

#### THE SPIRIT OF DEATH AND THE ANGELS.

BY CHARLES SWAIN.

#### THE ANGELS.

We are waiting, Spirit, waiting!
We have called the seraphs here,
'Mid the outer world creating
Glories of the inner sphere!
From the starry hills of heaven
Gaze we for thy solemn wing:
Wherefore was thy mission given?
He who sent thee—bade thee bring!

#### SPIRIT OF DEATH.

She is sleeping—softly sleeping— Like an infant, hushed to rest; O'er her bends her mother, weeping: Can I snatch her from her breast? Can I hurt the arms that fold her— Would the heart which loves her so? Let the mother's eye behold her, Yet a breath—and she shall go!

#### THE ANGELS.

Lingering yet—and yet delaying
Still thy steps from Heaven's dome;
Angels and archangels, staying,
Call the wanderer to her home!
We have scattered flowers elysian,
Gathered from immortal streams;
Show her, thou, this lofty vision!
Fill her soul with seraph-dreams!

#### SPIRIT OF DEATH.

She had asked to see their faces;
And her heart is beating fast,
For those sweet and sad embraces,
Which she knows must be her last!
I have breathed of angel-blisses,
Told her spirit not to grieve:
Must I take her from their kisses—
From the last she must receive?

There were sounds of hosts rejoicing
In that scraph realm above;
Angels and archangels voicing
Hymas of triumph and of love!
There were sounds the midnight rending.
From a heart by anguish tost;
And a mother's prayers ascending—
Weeping, waiting for her lost!

# SPECIMENS OF THE LORD'S PRAYER.

# SHOWING THE CHANGES OF THE ENGLISH LANGUAGE.

#### I. Eurly Classic: Anglo Saxon.

Fäder, ure, thu the eart on Heofenum,
Si thin nama gehalgod;
To-becume thin Rice;
Gewördhe thin Willa ou Eorthen swa swa on Heofenum.
Urne ge dägwamlican Half syle us to-däg;
And forgyf us ure Gyltas swa swa we forgifadh nrum Gyltendum
And ne geläde thu us on Costnunge;
Ac alys us of Yfie. Sothlice.

# II. Anglo-Saxon: A. D. 875.

Fäder ure, thu the eart on Heofenum,
Si thin Nama gehalgod
To-becume thin Rice;
Gewurthe thin Willa on Eorthan swa swa on Heofenum;
Urne ge däghwamlican Hlaf syle us to däg:
And forgyf us ure Gyltas, swa swa we forgyfath uram Gyltendum;
And ne gelädde thu on Cosnung;
Ac alvae us af Yfle.

#### III. Anglo-Saxon: about A. D. 880.

Fäder uren, thu art in Heofnum,
Si gehalgud Noma thin:
To-cymeth Ric thin;
Sie Willo thin suae is in Heafne and in Eortha;
Hlaf usenne to wistlic sel us to däg;
And fergef-us Scylda usna sua us fergefon Scyldgum usum;
And ne inlad usih in Costunge;
Uh gefrig usich from Yfie.

## IV. Anglo-Saxon: about A. D. 900.

Thu ure Fäder, the eart on Heofenum,
Si thin Nama gehalgod;
Cume thin Rice;
Si thin Willa on Eortha, swa awa on Heofenum;
Syle us to Däg urne to dägwamlican Hlaf;
And forgif us ure Gyltas, swa awa we forgifath tham the with us
sgyltath;
And ne läd thu na us on Costnunge;
Ac alys us fram Yfle. Sih it swa.

#### V. Anglo-Saxon: about 900: Another version.

Fäder unser se the is en Heofnum,
Gibalgod bith Noma thin;
To cymeth Rice thin;
Sie Willa thin sie swa on Heafne and on Heortha;
Hlaf userne däghwämlice sel us to Däge;
And forgef us Synne use swa fastlice and ec we forgeofas eghwelce Scylde user;
And ne usih on läd teu in Costhunge;
Ah afria usih from Yfie.

#### VI. English or Semi-Saxon: about A. D. 1160.

Ure Fader, that the on Heefene eart,

Syo thin Name gehaleged;

To cum thin Rice,

Geworde thin Wille on Heefene and on Eorthe;

Syle us to Daig urne daighwamliche Hlaf;

And forgyf us ura Geltes, swa we fogyfath acicen there the with ac agylieth

And ne läd thu us on Costnunge;

Ac alys us fram Yfle.

#### VII. English: 1200-1300.

Oure Fader, that art in Hevenes,
Halewid be thin Name;
Thy kingdom come;
To be thi Wille do as in Hevene and in Erthe.
Gyff to us this Day our Breds over other substance;
And forgyue to us our Dettis, as forgyuen to oure Dettours;
And lede us not into Te aptatioun;
But delyue us fro Yvel Amen, that is, so beit.

#### VIII. Wicliffe's version; 1870.

Our Fadyr, that art in Heavenes,
Hailoed be thy Name;
Thy kingdom come to;
Be thy Will done in Erthe as in Hevene;
Geue to us this Day our Bread, over other substance:
And forgif to us our Dettis, as we forgeuen to our Detters.
And leed us not into Temptation;
But deliver us from Evil. Amen.

# IX. *A. D.* 1430.

Oure Fadir, that art in Hevenis,
Halewid be thi name;
Thi kingdom come to thee;
Be thi Will done in Eerthe as in Hevene;
Giue us this day oure Breed over othre substance;
And forgive to us core Dettis, as we forgiven oure Dettours.
And lede us not into Temptation;
But deliver us from Ivel. Amen.

# X. A. D. 1526. Tindat's version.

Our Father which art in Heaven,
Halowed be thy name;
Let thy kingdom come;
Thy will be fulfilled, as well in earth, as it is in heaven,
Gevé us this day our dayly bred;
And forgeve us our Dettis, as we forgiven our Detters;
And leade us not into temptation;
But deliver us from Evill.
For thine is the kingdom, and the power, and the glorye forever.

XI. Gothic: A. D. 360. Compare this with No. 1.

Atta unsar, thu in himinam;

Weihnai namo thein :

Quimai thiudenassus theins;

Wairthai wiljah theins, sue in himina, jah ana airthai.

Hlaif unserana thana sinteinan gif uns himmadaga,

Jah aflet uns thatei skulans sijaima, swaswe jah weis afletam thaim skulam unsaraim.

Ja ni briggas uns in fraistubnjai,

Ak lausel uns af thamma ubilin,

Unta theina ist thiudangardi jah mahts, jah wulthus; in aiwins.

#### ECLIPSES OF THE SUN.

Total eclipses of the sun are the most sublime of celestial phenomena. Such an eclipse occurred upon the 28th July, 1851. Indeed, such eclipses are very seldom seen in the same portion of the earth. A complete annular eclipse will be seen in a part of the United States or Canada in May, 1854.

The utility of eclipses is much greater, than is generally supposed by the public. The concurrence of the predicted and actual times of their commencement and termination, affords most accurate proof of the correctness of the theories by which they were predicted. The comparison of recent with ancient eclipses has proved that there has been an acceleration of the moon's mean motion. The observation of eclipses (more especially those of the moon) is a means, and one frequently used, of determining the longitudes of places.

Chronology has derived very great assistance from eclipses. In the writings of many ancient historians, many events are recorded as having happened about the time when certain eclipses of the sun and moon occurred. By means of astronomy, the time of any eclipse can be determined with perfect accuracy.—And thus, if of any event, it is recorded, that it happened at a certain time before or after the eclipse of which an appoximate time is given, the true date of that event is correctly determined. Many instances might here be given; but two will be sufficient.

In the writings of Josephus, it is stated, that on the night ancceeding the death of Herod, there was an eclipse of the moon. The record of this event, which is the only one mentioned by Josephus, in any of his writings, is of the greatest importance, since it determines the time of the death of Herod, and of the death of Jesus Christ.

Again; in the history of Herodotus, record is made of an eclipse of the sun, which occurred during a battle between the Lydians and Medes. The day was suddenly changed into night; the terrified armies ceased from their contest and made peace. Herodotus does not record the date of this event, except that it was in the sixth year of the war between the nations. Astronomy is thus called upon to determine the exact time of this event. This task is rendered, to some extent, more difficult, since Herodotus did not record the place or part of the country where the armies were contending. Hence, as might be supposed, different computers of the event have been led to entertain different opinions of its exact time and place. However, the learned Mr. Baily has conclusively shown, that an eclipse which could cause so great daskness, must have been total; and hence it is required to determine at what time total solar eclipses occurred in that region. According to his calculations, this eclipse took place, September 30th, B. C. 610.

During the great eclipses which took place in 1836 and 1842, the former being annular, and the latter total, several peculiar and wonderful phenomena were observed.

Mr. Francis Bally describes his observations of them as follows:
—1836—" When the cusps of the sun were about 40" asunder, a row of lucid points, like a string of bright beads, formed round that part of the circumference of the moon that was about to enter on the sun's disc. My surprise was great on finding that these luminous points, as well as the dark intervening spaces increased in magnitude, contiguous ones appearing to run into each other like drops of water; for the rapidity of the change was so great, and the singularity of appearance as fascinating and attractive, that the mind was for a moment distracted and lost in the contemplation of the

'Finally, as the moon pursued her course, these dark intervening spaces were stretched out into long, black, thick parallel lines, joining the limbs of the sun and moon; when all at once they suddenly gave way and left the circumf rences of the sun and moon in those points, as in the rest, comparatively smooth and circular; and the moon perceptibly advanced on the face of the sun.

The moon preserved its usual circular outline, during its progress across the sun's disc, until its opposite limb again aproached the border of the sun. When, all at once, the light of the moon being at some distance from the edge of the sun, a number of long, black, thick parallel lines, exactly similar in appearance to those before mentioned, suddenly darted forward from the moon, and joined the two limbs as before; and the same phenomena were thus repeated, but in an inverse order."

In the total eclipse of 1842, Mr. Baily says, that he first 'looked out very narrowly for the black lines which were seen in the annular eclipse of 1836 as they would probably precede the string of beads. These lines, however, were not seen by me.'

But the beads were distinctly visible, and on their first appearance, I had noted down the time of my chronomoter, and was in the act of counting the seconds, in order to ascertain the exact time of their duration, when I was astounded by a tremendous burst of applause from the streets below, and at the same moment, was electrified by the sight of one of the most brilliant and splendid phenomena that can well be imagined. For, at that instant, the dark body of the moon was suddenly surrounded with a corons, or kind of bright glory, similar in shape and relative magnitude to that which painters draw around the heads of saints, and which by the French is designated an aerole.

'Pavia contains many thousand inhabitants, the greeter part of whom, were at this hour, walking in the streets and squares, in order to witness this long-talked of phenomenon, and when the total obscuration took place, which was instantaneous, there was a universal shout from the observers which 'made the welkin ring,' and for the moment, withdrew my attention from the object on which I was immediately employed.

'I had, indeed, anticipated the appearance of a luminous circle round the moon during the time of total obscurity; but I did not expect, from any of the accounts of previous eclipses that I had read, to witness so magnificent an exhibition as took place.

'I was surprised and astonished at the splendid scene which now so suddenly burst upon my view. It riveted my attention so effectually, that I quite lost sight of the string of beads, which however, were not completely closed when this phenomenon first appearance. Splendid as its appearance really was, at the same time there was something appalling in its character; and I can readily imagine, that uncivilized nations may have become alarmed and terrified at such an object.

"But another remarkable phenomenon was now exhibited. Suddenly from the border of the moon there burst forth, at three different points, purple or lilac flames, visible to every eye, situated within the corona before mentioned."

# RULES FOR HOME INSTRUCTION.

The following rules contain thoughts which almost every parent needs to be reminded of frequently:—

- 1. From your children's earliest infancy, inculcate the necessity of instant obedience.
- 2. Unite firmness with gentleness. Let your children understand that you mean exactly what you say.
- 3. Never promise them anything, unless you are quite sure you can give them what you promise.
- 4. If you tell a little child to do something, show him how to do it, and see that it is done.
- 5. Always punish your children for wilfully disobeying you, but never punish them in anger.
- 6. Never let them perceive that they can vex you, or make you lose your self-command.



- 7. If they give way to petulence and temper, wait till they are calm, and then gently reason with them on the impropriety of their conduct.
- 8. Remember that a little *present* punishment, when the occasion arises, is much more effectual than the threatening of a greater punishment, should the fault be renewed.
  - 9. Never give your children anything because they cry for it.
- 10. On no account allow them to do at one time what you have forbidden, under the same circumstances, at another.
- 11. Teach them that the only sure and easy way to appear good is to be good.
- 12. Accustom them to make their little recitals with perfect truth
  - . 13. Never allow of tale-bearing.

#### THE ECONOMY OF TREES AND PLANTS.

The economy of trees, plants, and vegetables, is a curious subject of inquiry, and in all of them we may trace the hand of a benificent Creator. The same care which He has bestowed on His creatures is extended to plants. This is remarkably the case with respect to hollies; the edges of the leaves are provided with strong, sharp spines, as high up as they are within the reach of cattle; above that height the leaves are generally smooth, the protecting spines being no longer necessary. Mr. Southey has noticed this cirumstance in the following pretty lines:—

- "O reader! hast thou ever stood to see The holly tree? The eye that contemplates it well perceives Its glossy leaves; Order'd,by an intelligence so wise As might confound an Atheist's sophistries.
- "Below a circling fence, its leaves are seen Wrinkled and keen; No grazing catle through their prickly round Can reach to wound; But as they grow where nothing is to fear, Smooth and unarmed the pointiess leaves appear.

I was lately shown a plant which puts out a pretty, modest flower, from the lower part of the stem. When its blossom is over, the stalk on which it grew turns down to the ground, the end penetrates the earth, and then throws out and ripens its seed-pod; but for this propensity of the plant, seeds would probably be destroyed by birds and insects. Some plants flourish in one climate, and others in another, according to the several purposes for which they were designed by a good Providence. Some which are generally useful will bear almost any temperature. This is particularly the case with grass. Nettles, I believe, are never touched by cattle of any description, neither will they trample upon them. What a secure, retreat, therefore do they offer for hirds to build their nets amongst, and for hares to deposit their young smidet the shelter they afford! The same remark applies in a great degree to furze, thistles, and the common bramble. - Jesse's Gleanings in Natural

GREAT MRN.—THEIR MOMENTS OF COMPOSITION.—Bossuet composed his grand sermons on his knees; Bulwer wrote his first novels in full dress, scented; Milton, before commencing his great work, invoked the influence of the Holy Spirit; Chrysostom meditated and studied while contemplating a painting of Saint Paul.-Bacon knelt down before composing his great work, and prayed for light from heaven. Pope could never compose well without declaiming for some time at the top of his voice. Bentham composed after playing a prelude on the organ, or whilst taking his "ante-jantacular" and "postprandial" walks in his garden. Saint Bernard composed his meditations amidst the woods. composed his verses with the roar of battle in his ears: for the Portuguese poet was a soldier. Tasso wrote his finest pieces in the lucid intervals of madness; Rosseau wrote his works early in the morning; Le Sage, at midday; Byron, at midnight. Hardouin rose at four o'clock in the morning, and wrote till late at night. LaFontaine wrote his fables chiefly under the shade of a tree. Pascal wrote most of his thoughts on little scraps of paper, at his by moments. Luther, when studying, always had his dog lying at his feet. Calvin studied in his bed. Racine composed his verses while walking about, reciting them in a loud voice.

# Educational Intelligence.

#### CANADA.

#### MONTELY SUMMARY.

From the London (Upper Canada) papers we regret to learn "that an attempt was made, early on the morning of the 14th ult., to burn down the Union School House of this town. About 5 o'clock the building was found to have caught fire under the staircase; by the prompt exertions of the firemen, the fitmes were prevented from doing great damage, though the stairs were injured. There is unfortunately little reason to doubt that the fire was caused by an incendiary, and the corporation have offered a reward of £250 for the discovery of the misereant."

From the Brockville Statesman we learn that the School taught by Mr. Henry Evans, in the Township of Kitley, was examined on the 9th inst. The progress made by the children in the different classes was highly creditable to the teacher and satisfactory to the parents who attended on the examination......The recent examination of M.Doslandes' Academy, and of the Adelaide, Toronto, are highly spoken of by parties who attended both.....A new schoolhouse is in ceurse of erection in Perth.

Upper Canada College.—On Wednesday the 21st, the annual Recitations and distribution of prizes took place in the College Hall, at the conclusion of which the midsummer holidays commence. We have already borne testimony to the high standing of the pupils of the College, in the important branches of book-keeping and arithmetic, and the recitations on Wednesday spoke very highly for their proficiency in the higher departments of literature. By the prize list it will be seen that the highest point of competition, the Governor General's prize, has been gained this year by N. Walker, who has from his first entrance to Upper Canada College, to his attainment on the present occasion of the highest honour that can be gained in it, been distinguished alike for steady perseverance and good conduct, and we well know that all his school-fellows will with us, heartily congratulate him on the honour with which his connection closes with the first school in the Province. The prize for elecution has it will be seen, again been awarded to C. Gildersleeve, who has also gained several prizes.—Patriot.

Toronto Academy.—The semi-annual examination of this institution was held on Monday, Tuesday, and Wednesday of last week, and on Thursday the teachers and pupils assembled in the Common Hall, where the Principal, and various others interested in the success of the Institution delivered appropriate addresses to the students. Premiums were at the same time distributed to those who had chiefly distinguished themselves. The large number of ladies and gentlemen in attendance as visitors gave evidence that many of our citizens are interested in the prosperity of the Academy. The Classical department including the study of Scripture History, is presided over by Principal Gale. The system of teaching General History, introduced by Mr. Henning, does that gentleman the greatest credit. Indeed in the various departments of Mathematics, French, English, Arthmetic, Music, Drawing, &c. , the proficiency of the students, was sufficient indication of the talent and industry displayed in their training.—Examiner.

Woodstock Grammar School.—The British American states that on Friday, the 9th July, the Annual Public Examination of the Grammar School of the town took place in the presence of the Board of Trustees and a considerable number of the parents. In every branch the examination was minute, yet not more so than was sufficient to display the diligence of the teachers and the proficiency of the pupils. Five hours were employed in the examination. The Trustees severally expressed themselves highly gratified, and although the examination had lasted a long time, yet their attention had been kept up by a series of interesting and useful exercises, in every one of which the pupils of the several classes acquitted themseves in the most creditable manner. The state of the school is excellent; and whilst there is much doing to promote the interests of Education in this county, it should be remembered that this seminary stands at the head of the great and benevolent cause of public education. All the schools direct to this one as affording the means of a substantial and liberal education, and as the school in which is finished the preparatory course for entering College. It is, perhaps, not generally known that the Trustees of all the Common Schools in the county have the priviledge of transmitting to the Board of Trustees for the Grammar School the names of pupils of promising talents, for the purpose of being chosen by ballot for Free Scholars at this institution. As many as ten free scholars may be admitted, and vacancies filled up by ballot when they occur. Possessed of such advantages, the friends of education, and parents in particular, ought to encourage this seminary, and although all who may attend it may not have it in view to become Statesmen or theologians, yet the knowledge of the Classics to be obtained here, and of the higher branches of a liberal education, will be found, not only a source of pleasure but highly beneficial, what ever may be the place or grade in society which an individual may afterwards occupy.

Whitby Grammar School.—We had the pleasure of attending the annual examination of the pupils attending the Whitby Grammar School, which was held at the institution in this Village, on Thursday and Friday the 22nd and 23rd insta., and were very much pleased with the proficiency which the scholars have attained under the able superintendence of Mr. James Hodgson. The first thing that attracted our notice on entering the school, was a great number of well executed maps, which were exhibited to view on the walls of the school-room. On close examination of these maps we found them to be remarkably correct, and executed in a style of workmanship that would do no discredit to a professional draughtsman. In company with two gentlemen of the village, who had been selected to award the different prizes amongst the several competitors, we next procoeded to examine the specimens of penmanship. After the examination of the maps and wrinting-books had been finished, the master began the examinction of the several classes in spelling, reading, English grammar, and Latin and Greek exercises and translations, and Natural Philosophy and Agricultural Chemistry, the several classes of which acquitted themselves must honorably, although this latter branch has never until very lately, been introduced into schools, and although the pupils in this school have been studying the science but a very short time, yet many of them showed themselves quite sur fasts in answering the several practical and theoretical questions put to them by the master. The first day's exercises were brought to a close by a very rigid examination of a class of young ladies in Enghsh grammar. A learned friend of ours, who prides himself in his knowledge of English Grammar, took as active part in the examination of the class, and selected some very in tricate sentences for them to parse: and although Agricultural Chemistry, the several classes of which acquitted themselves of engine Grammar; toos as a certor part in the examination of the class, and aeleoted some very intricate sentences for them to parse; and although he had examined a great many experienced classes in the United States and Canada, he acknowledged that he had never met a better set of female grammarians than the young ladies of which this class was composed. The exercises of the afternoon were agreeably diversified by the pupils singing, accompanied as they were by a young lady on the piano, whose sweet notes added much to the enjoyment of those present.—[Ontario Reporter.

Brockville Public Schools.—The examination of Miss McClean's school took place at 9, A.M., on Saturday 17th, 87 children were present. Each scholar looked neat and tidy, and from the manner in which they conducted themselves, and the readiness with which they answered the several questions put, we are inclined to pass the highest enconiums on their teacher. Miss McClean pays no ordinary amount of care and attention to her pupils. The next examination we attended, was on the Monday following, which commenced at 9 o'clock, a. m. It was Mr. Hynes' School, where the scholars acquitted themselves in a manner reflecting great credit on themselves and their excellent Teacher. The following boys are deserving of praise, and we feel great pleasure in here mentioning their names, as a pattern for other scholars to imitate: John Cleveland, George Hawley and William Porter. It will be satisfaction to the parents of those boys, to know that the Superintendent spoke very highly of their capabilities and attention to studies. The next examination was Miss McMullen's School. The scholars in this school, like those in Miss McClean's, went through their exercises in a manner that was truly gratifying to all present. Miss McMullen very justly and deservedly received from the Superintendent and Visitors, high ecomiums. She has an ardent task daily to perform—that of instructing 76 scholars? The next and last examination which we attended, was Mr. Cosgrove's School, in the East Ward. Here we found a thronged school of the "masculine gender," of almost every age and size. They looked like what we soon found them to be—attentive and intelligent scholars. It did not take us long to preceive that Mr. Cosgrove must take an extraordinary amount of interest in his scholars. And many of them seemed to repay his trouble. The scholars in Miss Dulmage's school, were, we believe, examined on Monday; and the Superintendent and other visitors speak in very flattering terms both of Miss Dulmage's school, were, we believe, examined on Monday; and

Education in Montreal, from an American Point of View.— From a recent letter of an American publisher in the Boston Post, we select the following paragraph, relating to the state of Education in Montreal. The allusion to the public schools in the city is highly significant:—

There are now three colleges here in operation. The old French college has been greatly enlarged. St. Mary's College, (Jesuit) in the St. Lawrence suburbs, is a very handsome building in the Grecian style, on a fine site. The M'Gill college, is delightfully located between Sherbrooke street and the foot of the mountain. The Baptists built a very handsome college in the St. Lawrence suburbs, but it is not in operation. The building is now to be used for a hospital. Something has been done here towards establishing public schools, but the result would not be worth naming to those who are acquainted with the Boston system. There are three medical schools here, all modern, viz: the Montreal school of Medicine and the St. Lawrence School of Medicine; and there is a Medical school attached to the M'Gill College. Then there is the College of Physicians and Surgeons; the Medico Chirurgical Society, and the Pathological Society. The Merchants have their Board of Trade, Mercantile Library, and Merchants' Exchange. There is an Agricultural Society, and measures are in progress for an Agricultural College. The French have their Institute Canadien, and there is a Mechanics' Institute, and a Historical Society, and the Advocates' Library. There are fifteen newspapers six of which are in French. There used to be but five newsapers, and only one of them in French. There used to be but five newsapers, and only one of them in French. Four of the papers printed in English are dailies. One of the weeklies is an agricultural paper, and two are religious, one representing Catholicism, and the other Protestantism. There are nine periodicals, semi monthly, and monthly, and quarterly—religious, temperance, literary, medical and scientific.

#### NOVA SCOTIA.

Anniversary Exercises at the Wesleyan Academy, Mount Allison. On Monday, June 21, the Annual Examination of the students was held. The Trustees, and several other friends of the Institution were present, Upwards of thirty classes were examined, which, with scarcely an exception, afforded satisfactory evidence, that both students and teachers had been devoting themselves to their respective duties diligence and success. On Tuesday morning, the roads leading to Mount Allison presented an animated appearance. Carriage and pedestrians, in unusual numbers, seemed all to be converging to a common point—the front entrance to the academy. Some time before the appointed hour, the spacious lecture-room of the institution was well filled by those who had assembled to witness the closing exercises, and afterwards, it became densely crowded; and many, who were unable to gain admission, remained in the halls, and at the windows, attentively listening for two or three hours. The exercises of the day consisted of the rehearsal of appropriate selections for declamation by ten or twelve of the junior students, followed by the delivery of original essays, &c., by five or six of the senior students. These all evinced talent of a highly respectable character. The original pieces spoken by the young men were indicative of considerable power of thought, felicity of expression, and were richly imbued with the spirit of christianity, and well delivered.—After these, came the Address of the Rev. Dr. Richey, it was eloquent, interesting, and instructive. After Dr. Richey had finished his address, the chaplain gave out a suitable hymn, which having been sung, the Rev. Mr. Knight and the Rev. Dr. Evans engaged in prayer, and the services in the lecture-room were brought to a close by pronouncing the Apostolic Benediction. At two o'clock the trustees, and a large party of the parents of students, and other friends of the institution, dined with the academic family in the dining hall, which, as well as the lecture room, had been most tastefully decorated by the young gentlemen with evergreens for the occasion. At the table the founder of the institution presided.—The Wesleyan.

Branch Female Academy at Sackville, N. B.—On Monday evening last, a meeting was held in the the Brunawick Street Church, in reference to the female branch of the institution at Sackville. Dr. Richey delivered an eloquent address; and was followed by the Rev. H. Pickard. A. M. Principal of Sackville Academy, who made a clear and satisfactory statement of the plan for the erection of the proposed edifice, by the sale of Scholarships and the donations of friends. Rev. R. Knight, and the Rev. Dr. Evans also addressed the meeting.

# VAN DIEMAN'S LAND.

Laying the Corner Stone of Horton College-Van Dieman's Land.—Tuesday, the 6th of January was a day of much interest at Somercotes, near Ross, amongst the friends of education. It had been arranged that the ceremony of lying the foundation-stone of the Wesleyan College should take place on that day at twelve o'clock. As the time drew near, conveyences of all kinds and people of all classes, were to be seen moving towards the spot. All the Wesleyan ministers in the colony were present. The Rev. Jabez Waterhouse commenced the proceedings by giving out the 620th hymn, and the Rev. Mr. Innis offered a very appropriate and impressive prayer. The Rev. J. A. Manton then addressed the assembly. He said that the idea of the establishment of a collegiate school had originated with Capt. Horton. They were indebted to the gentleman's christian liberality for the gift of the eligible plot of land on which they stood, (20 acres) and for a thousand pounds towards the object. He hoped that this example of generosity would call forth a corresponding effort on the part of Wesleyans and the friends of education generally in these colenies. The Rev gentleman referred to the necessity which existed for such an institution, and he expected that thousands of families would be attracted to this part of the world by the recent discovery of gold, when that necessity would be greatly increased. He concluded a very eloquent and forcible address, by exhorting the assembly to contribute as God had given them the ability towards an institution designed to be a blessing to their children and children's children. The Rev. H. H. Gand then read from a a parchment scroll an inscription :- " The stone was laid in the name of the Holy Trinity on Tuesday the sixth day of January, in the year of our Lord 1852, and in the fifteenth year of the reign of her Gracious Majesty Victoria, Queen of the United Kingdom of Great Britain and Ireland, and in the fifth year of the administration of Sir William Thomas Denison, Lieutenant-Governor of Van Diemen's Land, by Samuel Horton, Esq., the generous founder of this college, in commemoration of whose munificence the building is henceforth to be designated Horton College. The property has been conveyed in trust to the Wesleyan Church for its sole use and benefit as a collegiate instituton for ever" (Then followed the names of the President and Secretary of the Conference, and of the local Ministers and Trustees.) The parchment was then put into a glass bottle.

the bottle was sealed, and the whole was deposited in a cavity underneath the stone. The stone being lowered into its proper position and duly adjusted. Captain Horton took the mallet, and striking the stone in the usual form, said, "I lay the foundation stone of a Wesleyan College in the name of God the Father, Son and Holy Sprit. I pray God that his blessing may rest on this enterprise, that the building may be speedily erected, and that thousands of young persons may be trained in it, who shall be ornaments and blessings to their accurry, the church, and the world." The Rev. Edward Sweetman then addressed the assembly. Another hymn was then sung, and the benediction was pronounced.—Abridged from the Colonial Times.

# BRITISH AND FOREIGN.

MONTHLY SUMMARY.

A valuable document on the proposed amended Charter of the London University has lately been published..... The Earl of Derby has supplied the vacancy at the Irish Education Board, caused by the death of Archbishop Murray, by Mr. Blackburn, the Lord Chancellor...... The Rev. John George Beresford, Archbishop of Armagh, has contributed £3000 for a magnificent bell tower at Trinity College, Dublin, of which his grace is Chancellor..... The usual examination of the teachers connected with the National Board of Education, took place in June, and, from various recent causes, appeared to excite a more than ordinary share of public interest. The Lord Lieutenant took the chair, surrounded by the visitors and teachers, and the examination having terminated, delivered an address which was received with the most enthusiastic applause...... Three students have recently been expelled from the Congregational College of St. John's Wood, London, for their "rejection of the supreme authority of the Sacred Scriptures.".....Funds, chiefly from the United States, continue to reach Dublin in aid of the projected R. C. University. At the last monthly meeting £3543 was announced......It is reported that the Danish Government contemplate the suppression of the University of Kisel by its incorporation with that of Copenhagen...... Madame Goldschmidt (Jenny Lind.) has transmitted £10,000 to the Swedish government, for the erection of schools in destitude districts.

Cambridge University.—From an interesting letter in the Boston Post we select the following in relation to the University of Cambridge, Eagland:

There is material enough here for a score of letters, but I shall not write you a history of Cambridge now. Some of your readers may think of Cambridge university as like "Yale" or "Amherst,"-a mere college-It is a Universtry, comprising seventeen colleges and halls. It began on so small a scale as a mere place of residents for a few students, where teachers-principally ecclesization-taught them for small fees-actually but a few pence daily, and has since grown to such enormous dimensions, that it is very difficult to understand or comprehend the scope of such an immense establishment. The "senate" consisting of professors, ministers, tutors, "scholars"—those who have scholarships, -- "fellows" -- those who succeed to fellowships, provosts, presidents, &c., number a little over 3200; and the undergraduates, or students proper, a little over 6000; so that instead of one of Sidney Smyth's military schools with thirty-four professors, and seventeen ensigns for students, educating half an ensign to each professor!" We have here about one student and three quarters to a professor, or person in authority. Respecting the income of Cambridge university, no certain data can be obtained, for those who are interested will not give any information. At Oxford it is the same. Her Majesty's commission, appointed during Lord John Russell's administration, made "enquiries," but the authorities of both the universities told them to go about their business. If it is not known with certainty about the income of the various colleges, some shrewd guesses have been made, and they clearly establish the fact that the advantages extended towards young men who wish to obtain an education, are nothing compared to the money expended; and further, that in scarce a single instance is the will or wishes of the early founders carried out. It is the most expensive place in the world probably to obtain an education, and the amount of funds is so enormous, that without a doubt they would pay every taition dee, and for all the books also, in the education of every young person educated among the millions inhabiting New York and the New England states, in every one of the schools and colleges there in operation. Trinity college alone has over 1000 persons on its establishment, a majority of whom receive their whole support from the college. In this college appear many illustrious names. Since 1600, have been educated here, Robert Deveroux, earl of Essex; the favorite of Queen Elizabeth, Sir Edward Coke—he who rode "upon Littleton" into a world of fame: Lord Bacon; Fulke Grenville, Lord Brook; Dr. John Downe; Cowley, the poet; Dr. Barrow: Nathaniel Lee, the dramatist; glorious John Dryden, John Ray, Sir Isaac Newton; Porson, the famous Greek, professor, who was picked up drunk; and last-chronologically-George Gordon, Lord Byron, the author of Childe Harold's pilgrimage. The most

interesting edifice in Cambridge, taking its contents into consideration, is Trinity College Library, It is 190 feet long, 40 wide, and 38 feet high. the recess containing the books, have not their partitions extended quite half way to the roof, and this while it gives ample room for books, displays the elegant and lofty proportions of the library to good advantage. On the top of the recesses, on the left, are busts of ancient characters, and on the right, eminent moderns. The former are Homer, Virgil, Horace, Marcus Aurelius, Seneca, M. Brutus, Julius Casar, Cicero, Demosthenes, Plato, Socrates, Democritus and Anacreon. With the moderns are Shakspeare, Milton, Dryden, Pope, Newton, Spencer, Beaumont, Fletcher, Addison, Locke, Ben Jonson, Inigo Jones and Dr. Hooper. By far the most interesting piece of sculpture in Trinity College Library, is the statue of Byron by Thorwalsden. It is executed in white marble; the poet in a sitting posture on a pedestal, with one hand on a broken Grecian column. The sculptor has shown his good sense by putting the poet "in his habit as he lived," with a clock on, and in modern English costume. Appendages are seen in a skull and an owl, the bird of wisdom. No statue of any person of modern times has ever interested me more than this. What a countenance he has! The statue occupies the post of honor, in the library, being in the centre, near the upper end of the room. Very little honour, though, to the college authorities in having it here. This statue was executed by the great Danish sculptor in Copenhagen, for a gentleman in England, and on its arrival in Loadon, owing to some cause, I believe the death of the owner, it remained in the custom house for some years, and was finally, after repeated solicitations, purchased for a small sum, and placed here in the college where he received his education. This is the only full length statue in the library. This library of Trinity College was erected from designs by Sir Christopher Wren, and cost about £20,090. As a collection of books, manuscripts, works of art, and instruments, the universities of Oxford and Cambridge possess undoubted advantages over smaller and younger institutions, but that the direct intentions of the beneficent founders have been laid aside in a great many instances by the recipients of fat benefices, is as plain as the Alpe to a Swiss traveller. Look at the one example of King's College. Grants were originally made by King Henry 6th to found this college for the purpose of educating poor boys from Eton school. It has 70 fellows and scholars, and only educates four students, every three years, all of whom must be from Eton School. The "fellows" and "scholars" are always kept to the original number of seventy, and as a death occurs the vacancy is filled from the ranks of the four who are being educated. The "fellowship" or "scholarship" of King's College, is simply a provision for life, a home, and income, without any duties to perform.

### UNITED STATES.

#### MONTELY SUMMARY.

The Foundation stone of an academy has been laid at Stockton. California, by the Rev. Mr. Benson, missionary of the; M.E. Church..... The academy at San Jose, under the care of the Rev. Mr. Kimberlin, is also favourably reported...... The primary department of the "University of the Pacific" was opened at Santa Clara, early in May, under favourable auspices, under the care of the Rev. Mr. Bannister. It has fifty-four students, and a small graduating class has been organized.....The Board of Directors of the Union Theological Seminary N. Y., have made arrangements to add two stories to the Seminary building, which will furnish thirty-six spacious study rooms, and seventy two sleeping spartments, in addition to those now in use, except some attic dormitories. The rooms are to be lighted with gas, and bathing-rooms fitted up in the basement. These additions and improvements are expected to be ready for use at the beginning of the next term in the Autumn.....At the recent annual commencement of Brown University, at Providence, R.I., James B. Angell, was elected professor of modera languages, and the Rev. Henry Day was elected professor of natural philosophy and civil engineering......The Providence Journal says that "the prospects of the University have at no former period been so flattering. A fund has been created for the purposes of education, and admirably invested, amounting to \$181,000. The number of students admitted during the year has been 109. The Library now consists of nearly 25,000 volumes.".....At the annual commencement of St. John's (R. Catholic) College, at Fordham, N. Y., on Thursday last, the degree of LL. D. was conferred on Thos. F. Meagher...... We learn by the Worcester Transcript that the Holy Cross R. C. College, Massachusetts, has been destroyed by fire and that there was no insurance on the college. The building cost about \$39,000, and including the furniture, &c. the loss will be about \$50,000.

Commencement at Harvard University.—The annual commencement at Harvard College was observed on Wednesday, July 21. The governor and council, and other members of the state government, were escorted to Cambridge by the Lancers. Shortly after, a procession of the officers of the college, graduating class and others, preceded by the Boston



Brigade Band, marched to where the exercises took place. A voluntary was first performed by the band, when prayer was offered by Rev. Professor Walker. The list of speakers was much longer than usual, but of these eleven took no part in the exercises. The limited time allotted to each speaker was hardly sufficient to exhibit much evidence of ability, except it be in that rare faculty of brevity which so few public speakers understand. The compositions did not perhaps indicate more than the usual character of compositions on such occasions, and much of the elecution could not be highly commended for its style. There were some, however, who exhibited good evidence of ability both in writing and speaking. The graduating class is understood to be the largest which has ever graduated from Harvard.—Boston Post.

Festival of the Alumni of Harvard .- The gathering of the Alumni of Harvard College, at Cambridge, yesterday, which took the place of the usual oration and poem before the Phi Beta Kappa Society, was very large. At a meeting of the Association of the Alumni, in the morning, Mr Walley, from a committee appointed in May last, made a report upon a plan to obtain funds for the use of the college. The plan proposes the establishment of a system of scholarships, by the various classes which have one or more living members, each scholarship to be founded by the payment of \$2000 into the treasury of the college, the class contributing having the right of nominating any meritorious young man in college, or about to enter, as a suitable person to receive the income of the scholarship The report of the committee was adopted, and the officers of such a class. of the last year were re-elected. At about half past 12 o'clock, the association assembled to hear an oration by Hon. R. C. Winthrop. The oration was more than an hour and a half in length, upon the "obligation of educated men to society," and was distinguished by the ability which characterises its author. - Rid.

The N. Y. State Normal School—Close of the Term.-Correspondent of the N. Y. Times states that the closing exercises of the Sixteenth Term of the New York State Normal School, took place on the 8th inst. Notwithstanding the oppressive heat of the day, a large audience assembled on this occasion. After the opening exercises, a poem; written by one of the graduates-JARE A. McEwas, of Herkimer County-was read by Miss Hance, one of the teachers in the institution. In the absence of Hon. HENRY S. RAND ALL, the State Superintendent of Common Schools, an address was then delivered by Rev. Dr. Kir, of this city. After a song by the pupils, a valedictory address was pronounced by L HARRISON CHERRY, a pupil from Onondaga County. Prof. GEO. R. PERKINS, who now retires from the Principalship of this school, next gave his farewell address. He had been connected with the Institution from its first organization. Associated with its first Principal, the late Prof D. P. PAGE, he watched over its infancy, when, too, the enterprise was deemed but an experiment. Together, they saw its early rapid growth and prosperity; beheld its accumulating friends, and its beneficial influence upon the Common Schools of our State. On the death of Prof. PAGE, a little more than four years since, Prof. PERKINS was appointed as Principal, which position he has since continued to occupy, with honor to himself and credit to the Institution. During this period the Normal School has been made a permanent Institution, by an endowment from the state; A new commodious hall has also been erected; and the details and management of the School have been reduced to more system and perfection. All this has not been accomplished without much labour; and the arduous duties which devolve upon the principal, now renders it necessary that he should retire from the educational field, to restore his health. The recent appointment of teachers in this institution was given in the last number of the Journal of Education. [ED.]

#### Literary and Scientific Intelligence.

#### MONTHLY SUMMARY.

Sir Roderick Impey Murchison has been unanimously elected a trustee of the British Museum, in the place of the late Earl of Derby......A monument to Moore has been decided upon—to be erected in Dublin......

The Scotch commissaries of fisheries have been adoting an ingenious device for learning the migration of the salmon. They have marked a large number of fish hatched from the spawn deposited last year in the Tweed, by placing around them a belt of Indian Rubber, numbered and dated. One of the fish was caught, two days after being thus marked, and let go, a hundred miles from the mouth of the Tweed........Count D'Orsay has been appointed superientendent of the fine arts of the Elysee, with a salary off from his private purse, to make purchases with........The following new works are announced in England:—The "History of Europe." from the fall of Napoleon, in 1815, by Sir Archibald Alison, (newly made a baronet,) is announced. A translation of Niebuhr's Ancient History, is also in the

press. Mr. James F. Frerier of Oxford is about to publish the Theory of Knowing and Being, Institutes of Metaphysics.....Sir WilliamHamilton, who is regarded as a collossus among European thinkers, has lately published a series of tales, three of which have the following extraordinary titles: Philosophy of the Unconditioned, Cousin's Infinite Absolutism, Conditions of the Thinkable Systematized. As a truly useful book may be mentioned, The Importance of Literature to Men of Business, a series of addresses delivered at 'popular institutions by men of celebrity,' including Sir J.Herschel, Mr.D'Israeli, Sir D.Brewster, Professor Phillips, Lord Manners, Archbishop Whately, Sir A. Alison, the Earl of Carliele, Mr. Verplanck, of New York, and the Duke of Argyle...... Macfarlane the defender of Neapolitan tyranny against Mr. Gladstone, is about to issue a volume on Japan......Mr.W.Cramp has in hand a new edition of Junius. with notes fac, simile, autograph letters, and a mass of other evidence proving, he says, iscentestably that the Earl of Chesterfield was the author of these famous epistles......J. H. Burton, the biographer of Hume, announcing a History of Scotland since the union.....Lord Lansdown has been requested to sit for a statue in commemoration of his eminent services...... A working man's memorial to Sir R. Peel has been decided upon......Books are to be bought and bound with a stamped inscription of an appropriate kind, and then distributed to the libraries of public institutions throughout the country. The Panama Herald of a late date, gives an interesting account of the pearl fisheries in Panama Bay. About fifteen hundred persons are engaged in the business, and the value of the pearls obtained varies from \$80,000, to \$150,000 per annum, seldom less than one hundred thousand dollars. The best divers remain under water from fifty-eight to sixty-one seconds, and generally bring up from twelve to fifteen pearl shells. The price of pearls varies according to their purity, shape and weight, say from five to ten thousand dollars per ounce. From five hundred to fifteen hundred are very frequently paid in Panama for single pearls not weighing more than three sixteenths of an ounce...... The U. S. brigantine Dolphin has just returned from a surveying cruise made under the direction of the Bureau of Hydrography of the Navy Department. She has sounded the ocean at depths varying from one to four miles, and made daily observations for temperatures and currents of the ocean, both superficial and submarine. The deep sea soundings were taken by means of a small fishing line, with a 32-pound shot attached, ran out from a boat which was kept directly over the shot by a gentle motion of the cars. The deepest cast in which bottom was obtained, was in 3860 fathome, about 44 statute miles: The currents were observed at the surface, and at the depth of ten and eighty fathoms, and the temperatures at various depths, from the surface to 500 fathoms. The Dolphis bas carefully examined the reported positions of a number of islands, rocks, and shouls in her track, and has ascertained that no such obstacles exist. She has also made a survey, and accurately defined the position of the Rocas, rocky islets lying between Fernando de Noronha and the main land of South America. Great attention has been paid to the equatorial, St. Roque and Amazon currents; and the submarine volcanic region, south of the Equator, has been thoroughly explored. The Dolphin has also made a complete set of meteorological observations.

Proposed Further Researches in the Arctic Regions.—We are informed that it is the intention of the Hudson's Bay Company immediately to despatch Dr. John Rae to the Northern coasts of America, to complete various discoveries in those regions. The gallant officer proceeds by way of Chesterfield Inlet to Cape Nacolia, Sir James Ross's furthest in 1831; thence to survey as far North as Cape Bird, Sir James Ross's furthest in 1850—thus to complete the northwest passage. Dr. Rae will also search various other portions of those inhospitable shores, to set at rest many conflicting statements and add to our knowledge of the country The search for Sir John Franklin will, of course, be a paremount object with Dr. Rae. Great credit cannot but be given to the Hudson's Bay Company for their enterprising conduct on behalf of science and for the sake of humanity.—British Nautical Standard.

Geographical Discovery.—The Geographical Society of Paris has awarded two large silver medals to the Revs. Dr. Krapf and J. Rebmana, missionaries of the Church Missionary Society, for the discovery of a mewy mountain in Eastern Africa, about three degrees south of the line, named Mount Kilimanskaro. Dr. Krapf has since visited another range about two degrees northward, where he has aunounced the discovery of another mountain still loftier—Mount Kenia, which appears to be the Mount Arangos of Hoking, otherwise named the Mountain of the Moon.

Discoveries in the Interior of Africa.—A correspondent of the Watchman, in a letter dated Cape Town, April 30th, 1852, says:—One of the most interesting events of the past month was the arrival, in Cape Town, of the celebrated South African travellers, Dr. Livingston and Mr. Oswell, who have recently penetrated farther into the interior, beyond the north-eastern boundary of this colony, than any other Europeans, and who have just returned from an interesting tour to the river Sesheke, 200 miles

beyond the Lake Ngami, discovered by them in the course of a former journey. The country, explored by the travellers, is described as remark-bly fertile, and generally covered with long crane grass. They seem to have no doubt that the river Sesheke, now discovered, is a continuation of the Zambesi, which empties itself into the Indian Ocean, above Dela-Gon Bay, and which was explored and described many years ago by Commodore Owen. This river is navigable to a considerable extent, when further progress is interrupted by a large cataract which has been compared to the Falls of Niagara.

The Leipsic Book Trade.—We had a pleasant journey through a well cultivated country and a succession of old and interesting German towns, from Dresden to Leipsic. The first point of importance is Meissen, where the old castle in which the Princes of Saxony formerly resided, has been converted into a manufactory for the well known Dresden china or porcelain. The first china that Europe produced was made here in 1710. We have reached Leipsic at a moment of much deep interest. This is the week of their greatest fair. The city is full of strangers, and literally crammed with rich and beautiful fabrics. These fairs draw people from all parts of Europe, to the number of 30, 49, 50, and in 1834, of 80,000. Then (1834) it is said that the sales amounted to eighty millions of dellars. Leipsic is the great book mart of Europe. Indeed books form the most important part of the trade of Leipzic, amounting to nine or ten millions of francs annually. There are a hundred book publishers and booksellers here, and 5 or 600 more are here now attending the fair. I went this morning through an entire street devoted to printing and binding. The rattling of presses and the clicking of type sounded familiarly. I then called upon Mr. Toucknitz, who is the Harper of Leipsic, whose establishment reminds me of that great American publishing house. Mr. Toucknitz re-publishes in English, cheap editions of all the best works of English and American anthors. In his warerooms, besides tons of English volumes, were the works of Washington Irving and J. Fenimore Cooper, complete. Mr. Toucknitz's books are sold throughout Europe. The University of Leipsic has a world-wide fame, and, next to Frague, is the oldest in Germany. It has upwards of 60 professors, and over 1,000 students. In a cellar near the market-place, Dr. Faustus was supposed to have lived in collusion with him of the cloven foot. The market-place itself is queer, from a peculiar order, or disorder of architecture. Here is the town-house in which the allied Sovereigns met when, after a tremendous battle, they had driven Napoleon from Leipsic. There is now a continuous railroad from Leipsic to Frankford, the last link having been just supplied by the completion of the road.-[Correspondent of the Albany Evening Journal.

Vegetation of the Frezen Regions. - We take the following from a review in the London Literary Gazette, of Seaman's "Botany of the Voyage of H. M S. Herald under the command of captain Kellet." The Herald was one of the ships engaged from 1845 to 1851 in exploring the Arctic regions, and in search of Sir John Franklin. Among the more remarkable features of this uninviting region are the ice-cliffs crowned with soil and luxuriant vegetation. The following account of them will be new to most of our readers :- "The soil is always frozen, and merely thews during the summer, a few feet below the surface. But thawing is by no means uniform. In peat it extends not deeper than two feet, while in other formations, especially in sand or gravel, the ground is free from frost to the depth of nearly a fathom, showing that sand is a better conductor of heat than peat or clay, and corroborating the observation of the accurate J. D. Hooker, who, after a series of experiments in India, arrived at the same conclusion. The roots of the plants, even those of the shrubs do not penetrate into the frozen subsoil. On reaching it they recoil as if they touched upon a rock through which no passage could be forced. It may be surprising to behold a vegetation flourishing under such circumstances, existing independent, it would seem, of terrestrial heat. But surprise is changed into amazement on visiting Kotzebue Sound, where on the tops of icebergs, herbs and shrubs are thriving with luxuriance only equalled in more favoured climes. There, from Elephant to Eschscholtz Point, is a series of cliffs from seventy to ninety feet high, which present some striking illustrations of the manner in which Arctic plants grow. Three distinct layers compose these cliffs. The lower, as far as it can be seen above the ground, is ice, and from twenty to fifty feet high. The central is clay, varying in thickness from two to twenty feet, and being intermingled with remains of fossil elephants, horses, deer, and musk oxen. The clay is covered by peat, the third layer, nearing the vegetation to which it owes its existence. Every year, during July, August, and September, masses of ice melt, by which the uppermost layers are deprived of support, and tumble down. A complete chaos is thus created; ice, plants, bones, peat, clay, are mixed in the most disorderly manner. It is hardly possible to imagine a more grotesque aspect. Here are seen pieces still covered with lichens and mosses, there a shoal of earth with bushes of willows; at one place a lump of clay with senecios and polygonums, at another the remnants of the mammoth, tufts of hair, and some brown dust, which emits the smell

peculiar to burial-places, and is evidently decomposed animal matter. The foot frequently stumbles over enormous osteological remains, some elephants' tusks measuring as much as twelve feet in length, and weighing more than 240 pounds. Nor is the formation confined to Eschecholtz Bay. It is observed in various parts of Kotzebue Sound, on the river Buckland, and in other localities, making it probable that a great portion of extreme Northwestern America is, underneath, a solid mass of ice. With such facts we must acknowledge that terrestrial heat exercises but a limited and indirect influence upon vegetable life, and that to the solar rays we are mainly indebted to the existence of those forms which clothe with verdure the surface of our planet " A curious fact is stated respecting the condition of the vegetable world during the long day of the Arctic summer .--Although the sun never sets while it lasts, plants make no mistake about the time, when, if it be not night, it ought to be; but regularly as the evening hours approach, and when a midnight sun is several degrees above the horizon, droop their leaves, and sleep even as if they do at sunset in more favoured climes. "If man," observes Mr. Seemann, "should ever reach the Pole, and be undecided which way to turn, when his compass has become sluggish, his timepiece out of order, the plants which he may happen to meet will show him the way; their sleeping leaves tell him that midnight is at hand, and that at that time the sun is standing in the north."

Monument of the late Thomas Moore.—At a meeting of the friends and admirers of the late Thomas Moore, held at Landsdown-house, on Tuesday last, a letter was read from Lord Cherlemon, stating that at a previous meeting it had been resolved to erect a public monument to the memory of the poet in his native city Dublin. It was then resolved that a subscription should be raised in Great Britain in furtherance of the object, and the following noblemen and geatlemen were appointed a committee to carry it out: Lords Lansdowne, Clarendon, Fortescue, Wicklew, Carlisle, Shelburne, John Russell, and Monteagle, and Messrs. Macaulay and Longman. Other resolutions as to the details of the subscription were then come to, a circular to be forthwith issued was prepared, and Mr. Longman consented to act as treasurer. Those who respect the memory or admire the genius of the lamented poet will thus have an opportunity of testifying their feelings and their admiration.

Influence of the Moon.—A Paris astronomer has published the results of twenty years' observation upon the influence of the moon upon the weather. From the new moon to the first it rained (during the period of twenty years embraced in the calculations) 764 days; from the first quarter to the full moon it rained 845 days; from the full moon to the last quarter it rained 761 days; and from the last quarter to the new moon it rained 896 days. So that during the moon's increase there were 1,669 rainy days, and during her decrease only 1,457—a difference of 153 days. This difference is more likely to have been accidental than the result of any natural cause, and the conclusion which we derive from the statement is that the moon has no influence upon the weather.

Ancient Sculpture.—The demolition of a building attached to the old Abbey of St. Germain, at Auxerre, has led to the discovery of an old piece of sculpture, dated as far back as the eleventh century. The principal subject represents Daniel in the Lion's Den. On the left is a fragment of a statue, probably of David, as there is a harp with four strings lying by it. On the right is a representation of the parable of the rich man. This moreau, although mutilated, is eurious, from the vigorous energy of its composition. A man is represented in a sitting posture, holding a large purse between his legs, and which he appears to be defending against two devils armed with pitchforks, who are strangling him with cords. This piece of sculpture has been deposited at the museum of the town.

Lexicography.—Some years ago a gentleman, after carefully examining a folio edition of Johnson's Dictionary, formed the following table of English words derived from other languages: Latin, 6,732; Freach, 4,321; Saxon, 1,665; Greek, 1,168; Dutch, 691; Italian, 211; German, 106, Welsh, 90; Danish, 75; Spanish, 46; Islandic, 50; Sweedish, 34; Gothic, 31; Hebrew, 16; Teutonic, 15; Arabic 13; Irish, 6; Runic, 4; Flemish, 4; Erse, 4; Syriac, 3; Scottish, 3; Irish and Erse, 2; Turkish, 2; Irish and Scotch, 2; Portuguese, 1; Persian, 1; Frisic, 1; Persic, 1; uncertain, 1; total 15,734.

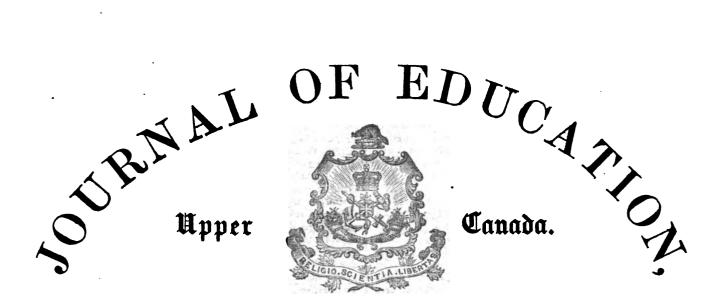
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# POLITICAL ECONOMY—A BRANCH OF PUBLIC EDUCATION.

A Lecture delivered by the Revd. Dn. RYERSON, Chief Superintendent Schools, before the Mechanics' Institute, Toronto, on the 19th March, 1852.

According to promise I am to address you on Political Economy—a Branch of Public Education; and if you will accompany me in the observations I shall venture to offer on this deeply important subject, I think you will come to the same conclusions at which I have arrived.

Political Economy—is one of the many branches of knowledge to which, in the process of modern civilization, the investigations of the last hundred years have given birth, and raised to the dignity of a science. It is true, political economy, like navigation, has been practiced ever since the formation of human governments, as the subjects of its inquiries has necessarily involved the chief practical interests of mankind. But as it was reserved to Copernicus, Newton, and their followers, to discover and explain the laws of the physical economy of the universe, with which Chaldean and Grecian philosophy, and mankind at large, had been conversant thousands of years: so did it remain for Adam Smith and his successors to investigate and expound the political economy of nationsthat systematic arrangement of the laws which God himself has established for the creation of national and individual wealth, and by which both the individual and social relations of man are governed, in reference to the objects of his desire.

On a subject so vast, comparatively little can be said in a single discourse. All I shall attempt at the present time is, to give some notion of Political Economy; and then to evince its importance as a Branch of Public Education.

The word economy is derived from two Greek words, the one of which exac signifies a house, or household, a family or tribe, or the property belonging to a family-the other Vouos signifies an established law, usage, or arrangement. The word economy, therefore, means the law of the household, comprehending the arrangement and management of its financial affairs. The word political, is derived from another Greek word wolk signifying city, state, or commonwealth. Political economy is, therefore, the economy of the State, as domestic economy, is the economy of the family; and as the latter is the prudent management of all the means by which property is acquired, saved and employed, by the members of a family, and for their interests and happiness, so the former comprehends all the measures employed by a State, by which the property and labour of its citizens are directed in the best manner for the development and success of individual industry and enterprise, and for the public prosperity and happiness. It now ranks as a science—a science which investigates and upholds the laws by which the individual and collective wealth of a people is produced, distributed, and consumed.

It may give you a clearer and deeper impression of the nature and objects of Political economy, if I define it in the words of some of its ablest expounders. Dr. ADAM SMITH, entitles his immortal work on the subject-" An inquiry into the Nature and Causes of the Wealth of Nations, and states, in the introduction of his fourth Book, that "Political economy, considered as a branch of the science of a statesman or legislator, proposes two distinct objects: first to provide a plentiful revenue or subsistence for the people or more properly, to enable them to provide such a revenue or subsistence for themselves; and secondly, to supply the state or commonwealth with a revenue sufficient for the public services. It proposes to enrich both the people and the sovereign." McCurrocs, the learned editor of Adam Smith, and able expounder of his doctrines, says-" Political economy may be defined to be the science of the laws which regulate the production, accumulation, distribution, and consumption of these articles or products that are necessary, useful, or agreeable to man, and which at the same time possess exchangeable value."(1)

MILLS the acute and skilful modernizer of ADAM SMITH, observes, that the "writers on Political Economy, profess to teach, or to investigate, the nature of Wealth, and the laws of its production and distribution; including directly or remotely, the operation of all the causes by which the condition of mankind, or of any society

<sup>(1)</sup> The Principles of Political Economy; with some Inquiries respecting their Application, and a Sketch of the Rise and Progress of the Science—By J. R. McCulloch, p. 1.



of human beings, in respect to this universal object of human desire, is made prosperous to the reverse." (2)

Such are the definitions of the nature and objects of Political Economy, given by the three principal English writers on the subject. The political Economists of the Continent, extend the range of its investigations to the fundamental principles of Civil government itself. "Political Economy," says SAT, "is the economy of Society: a Science combining the results of our observations on the nature and functions of the different parts of the social body." Sismodi says, "The object of Political Economy, is the physical welfare of man, so far as it can be the work of Government;" and Storent terms "Political Economy the science of the national laws which determine the prosperity of nations, that is to say, their wealth and civilization."

But McCurloch, happily distinguishes between the science of Political Economy and that of Politics. He says, "The politician examines the principles on which government is formed, he endeavours to determine into whose hands supreme authority may be most advantageously placed, and unfolds the reciprocal duties and obligations of the governing and governed portions of society. political economist does not take so high a flight. It is not of the constitution of the government, but of its acts only, that he presumes to judge. Whatever measures affect the production and distribution of wealth, necessarily come within the scope of his observation, and are freely canvassed by him. He examines whether they are in unison with the principles of the science, and fitted to promote the public interests: if they are, he shows the nature and extent of the benefits of which they will be productive; while, if they are not, he shows in what respects they are defective, and to what extent they will most probably be injurious. But he does this without inquiring into the constitution of the government which has enacted these measures. The circumstance of their having emanated from the privy council of an arbitrary monarch, or the representative assembly of a free state, though in other respects of supreme importance, cannot affect the immutable principles by which he is to form his opinion of them." (6.)

Lord BROUGHAM, in his Political Philosophy, presents this subject in a still more clear and comprehensive light. He says "The manner in which men manage their private concerns,-the course they pursue in their dealings with each other,-their way of exerting their industry for their substance, or comfort, or indulgence -these proceedings may take place independent of the form of government under which they live; and, indeed as no ruler has anything to do with them, if each government did its duty, these proceedings would go on nearly in the same way under all governments, and only be affected incidently by the difference in the form of each. Although, therefore, the interference of governments directly, and their influence indirectly, may affect men's conduct of their own affairs, still the principles which regulate that conduct, and the effects resulting from it, form a subject of consideration evidently distinguishable from that of government. This subject then relates to the wealth, the population, the education, of the people; and the conduct of the government, in respect to these particulars, forms an important part of the discussion. This branch of the subject is termed Economics, or Political Economy, because it relates to the management of a nation's domestic affairs as private economy does to the affairs of a family. The most important subject of Political Economy is the accumulation and distribution of wealth in all its branches, including foreign and colonial as well as domestic commerce. But it also treats of the principles which regulate the maintenance, increase, or diminution of population,the religious and civil education of the people-the provisions necessary for securing the due administration of justice, civil and criminal, and, as subservient to these, the maintenance of policethe measures required for supporting the public expenditure or the financial system—the precautions necessary for the public defence or the military system—and generally all institutions, whether supported by private exertions or by the state, the objects of which are of a public nature." (7.)

Such is a summary view of the nature and objects of the science

of Political economy. The slightest analysis of the science will show that it is the application of the true principles of domestic economy to a whole community—that the essential principles of it, like those of morality or natural philososphy, are the same whether applied to a family or a nation, to a city or a country,-differing only in the mode and extent of their application. The primary object being the production and accumulation of wealth, the first inquiry suggested is, What is wealth? An inquiry, which, singular to say, has heretofore been the subject of much diversity of opinion and protracted discussion; though it is now generally agreed, that wealth is any object, or quantity of objects, capable of gratifying our desires, or of procuring for us, by exchange, objects of gratification. That quality of any object which renders it capable of ministering directly or indirectly to the gratification of our desires, is termed its value; and the value of any object depends upon the nature and number of our desires which it is capable of gratifying. In contemplating objects of human desire, it will be apparent that some of them, such as air, light, heat, &c., will gratify our desires, but cannot be exchanged for other objects; that some objects, such as articles of food, clothing, &c., will not only gratify our desires, but may also be exchanged for other objects of gratification; and that there are others, such as gold, silver, &c., capable of ministering to our gratification only by procuring for us, in the way of exchange, objects of desire. The first class of these objects are said to possess intrinsic value only-the last class exchangeable value only-the second class, both intrinsic and exchangeable value. Those objects which have no exchangeable value, such as air, light, water &c., are every where abundant, common to all, and cannot be appropriated by any; but the other two classes of objects, which possess exchangeable value are limited in quality and in place. The value of the first class of objects admits of no increase by the application of labour; the value of the other two classes of objects may be increased, end frequently altogether created, by labour. Thus labour can and nothing to the power of the air or light of heaven-the direct and free gift of God-to gratify human desire; but a lump of Iron ore, or dust of gold, is as useless as a lump of clay, or sand upon the ocean shore, without the application of human labour; and the peculiar properties of the metal in all cases result from processes to which it is subjected by that labour. Now as the objects which minister to our desires, and which may be appropriated, constitute wealth, he that possesses many of them is said to be rich; he that possesses few of them is termed poor. When employed as the means or instruments of production, they are called capital, - which assumes various forms according to the various kinds of human industry, as Agricultural, Manufactures, or Commerce.

The next question is, how does human labour add to the value of objects, and thereby create or increase wealth? This will be found to be done in three ways. 1. By changing the elementary forms of substances: as the farmer, when by means of seed and cuitivation, aided by the agencies of nature, such as the earth, atmosphere, rain, and sun, changes the elementary forms of the carbon, gases, and water into grain; or, as the chemist changes the elementary forms of various substances for practical purposes; the same is the case in the manufacture of the hand, and in coining of the precious metals, and in many other occupations of human industry. 2. By changing the aggregate form of matter; as when the cabinet maker changes the forms of various kinds of lumber into household furniture; or, as the smith changes the forms of various pieces of metals into every description of cutlery, machinery, and other instruments of usefulness and convenience; or, as the mason changes piles of stones, brick, and morter into buildings; or as the spinner changes the pack of wool, or bale of cotton into thread, and the weaver that thread into cloth. It is, indeed, in changing the aggregate forms of matter, that consists most of the labour of mechanics and manufactures. 3. The last mode of increasing the value of the objects of human desire, is by change of place; as fuel from the forest or the mine, to the places of its use, or groceries from the countries of their growth and production to those of their consumption—thus giving birth and development to external and internal navigation in all its midifications, to foreign and domestic commerce or trade in all its extent, and to systems exchanges of and banking in all their varieties.

It will thus be seen that it does not lie within the domain of man to creats anything—that is, to make something out of nothing.



<sup>(3)</sup> Principles of Political Economy, with some of their Applications to Social Philosophy—By John Stuart Mills, pp. 1.

<sup>(6.)</sup> Principles of Political Economy, p. 58, 59.

<sup>(7.)</sup> Preliminary Discourse, Vol. 1. pp. 7, 8.

This is the exclusive attribute of Omnipotence. The entire province of human labour, skill and power, is limited to transmutations or changes of the form and place of the various objects which Gop has created, and with which his infinite wisdom and benevo-lence have stored and garnisned our globe. The whole of human labour consists in the employment of natural agents. God created the garden of Eden with its flowers and trees, and appointed man to cultivate it. God has made the earth the air and sea, with all their treasures and properties, and has directed and limited the labour of man to develop and employ them; and by a principle of right, deeply implanted in the moral constitution of man, and recognised in almost all forms of human society, each labourer claims and is assured of the fruits of his own industry. This is the basis of all property—the right of each man to appropriate and enjoy the fruits of his labour-and is the great stimulant to human industry. The application of this principle involves those extensive branches of political economy which treat of the distribution and consumption of wealth.

The nature of objects and the right to appropriate them to our own use and enjoyment, being the result of abour in the three forms above stated, the question next suggested is, what are the kinds of human labour employed, and how may it be rendered most productive? When human labour is limited to the collection of natural productions, it is called agricultural industry. When employed in separating, compounding, or modifying the productions of nature it is called manufacturing indurtry, and as these processes can only be affected by mechanical or chemical means, Say justly remarks, that "all branches of manufacturing industry may be subdivided in the mechanical and chemical arts, according to the predominance of the one or the other in several processes." When, however, labour is employed in placing within our reach objects at a distance, it is called commercial industry. The manner in which these three great departments of human labour contribute to the individual and public wealth of the country, and in which capital and skill can be best employed to promote them, comprehends inquiries of a vital and extensive branch of political economy.

As to the means by which human labour has been and may be rendered most productive, they will be found to embrace Discoveries—Inventions—the use of Natural agents, (both animate and inanimate)—Division of labour—Education, os the moral of Intellectual Cultivation of labourers—wages, or the proper remuneration of labour, whether simple or educated Security of Property—Distribution and employment of capital under its various forms,—the Functions of Government—different kinds of consumption, both public and private, and the laws relating to it—the end of all human labour being enjoyment or the consumption of wealth in some form or other.

Such, in a few paragraphs, is the briefest annalytical view I am able to give of the science of Political Economy—comprehending it its widest range many topics of Moral Philosophy of Ethics, the chief applications of the sciences and arts, a great part of the functions of civil government, and the most remarkable developments and dhenomena of modern civilization, but reducible to a few elementary principles, which I will now proceed to show may and ought to be made a branch of public education.

II. In attempting to show the importance of Politicol Economy, as a branch of Public education, I shall avail myself as far as possible of the words of standard authors on the subject, as of infinitely higher authority than any words of my own.

1. My first reason is favour of making Political Economy a branch of public education is, the fact that it may be easily comprehended by all classes of society. As the great truths of civil government can be as easily comprehended as the rules of the discipline which govern a school; so may the principles of economy be as readily taught and understood in respect to a nation as in respect to a family. It is true the doctrines—the science—of Political Economy are the result of profound investigation and extensive research; so also to the sciences of Arithmetic and Goemetry the productions of deep speculations and mighty intellects—yet every school boy can master their elements. It required the genius of a Newton to discover the, universal law of gravitation; but every child can comprehend the principle of it. The first principles of all knowledge, or, in other words, of the laws of the creation and government of God, are simple. An infant heart understands the

nature of love-while its origin and highest developments surpass the reach of all finite minds. The principles which form the basis of the science of Political Economy form a part of our original constitution and of the physical world around us; and the operations of those principles are as open to common observations, and as much within the comprehension of the multitude as the operations of any other natural laws. The author of an excellent book for schools and families, in the United States, entitled "An Introduction to the Science of Government, with a brief Treatise on Political Economy," justly remarks: "The inattention to the science of Political Economy, which has so long prevailed, may be attributed, in part, to the common opinion that its principles are too abstruse to be brought within the comprehension of the great mass of the people, especially of the young. The fact, however, is otherwise. Few sciences are more simple. The youth of fifteen, though he may not be an adept in the science, nor possess the knowledge of an experienced legislator, is, nevertheless capable of understanding the general laws and principles which regulate the production and distribution of the wealth of society. These principles when duly explained, are as readily comprehended as those of Mathematics, or of Chemistry and Natural Philosophy."

Archbishop Whately, formerly Professor of Political Economy in the University of Oxford, -long the zealous and successful advocate and promoter of Education in Ireland, in connection with the National Board-was the first to take decisive steps towards making elements of Political Economy a branch of public elementary education. He prepared a text-book on the subject, under the modest title of "Easy Lessons in Money Matters," adapted, as he says, "for the instruction of young persons from eight years of age and upwards." In the Preface of this little book, he remarks that "there are few subjects on which it is, for all classes of people more important to inculcate correct principles, and to guard against specious fallacies. All persons, in every station must when they grow up, practically take part, more or less, in the transactions in question. The rudiments of sound knowledge concerning these may (it has been found by experience) be communicated at a very early age; and that they should be inculcated early is the more important, because at a latter period there are more difficulties in the way of such elementary instruction. Many of even what are called the educated classes, grow up with indistinct, or erroneous and practically mischievous views on these subjects ;and the prejudices any one may have casually imbibed, are hard to be removed at a time of life when he imagines his education to be completed. Those, therefore who are engaged in conducting or in patronizing and promoting education, should consider it a matter of no small moment to instil, betimes, just notions on subjects with which all must in after life, be practically conversant, and in which no class of men, from the highest to the lowest, can in such a country as this, at least, be safely left in ignorance or in error."

2. I remark secondly, that Political Economy involves, directly or indirectly, the interests of all classes of society, and ought therefore, to be made a branch of their education. Mr. McCullocu, one of the ablest English writers on Political Economy, expresses himself, with great force on the point. He remarks that; "The object of Political Economy is to point out the means by which the industry of man may be rendered most productive of those necessaries, comforts, and enjoyments which constitute wealth; to ascertain the circumstances most favourable for its accumulation; the proportion in which it is divided among the different classes of the community; and the mode in which it may be most advantageously consumed. The intimate connexion of such a science with all the best interests of society is abundantly obvious. There is no other, indeed, which comes so directly home to the every-day occupations and business of mankind. The consumption of wealth is indispensable to existence; but the eternal law of Providence has decreed that wealth can only be procured by industry; that man must earn his bread by the sweat of his brow. This two-fold necessity renders the acquisition of wealth a constant and principal object of the exertions of the vast majority of the human race; has subdued the natural aversion of man from labour; given activity to indolence, and armed the patient hand of industry with zeal to undertake, and perseverance to overcome the most irksome and disagreeable tasks. But when wealth is thus necessary, and when the desire to acquire it is sufficient to make us submit to the great privations, the science which teaches the means by which its acquisition may be best promoted and how we may obtain the greatest amount of wealth with the least difficulty, must certainly deserve to be carefully studied and meditated. There is no class of persons to whom it can be considered as either extrinsic or superfluous. There are some, doubtless, to whomit may be of more advantage than to others; but it is of the utnost consequence to every one. The prices of all sorts of commodities; the profits of the farmer, manufacturer, and merchant; the rent of the landlord; the employment and wages of the labourer: the influence of regulations affecting the freedom of industry; the incidence and operation of taxes and loans;—sil depend on principles which it belongs to this science to ascertain and elucidate."

To the same effect are the following graphic remarks of the Right Honourable THOMAS WYSB—an old and able advocate of Popular education, and the present British Ambassador to the Court of Greece. "Can we advance, (says Mr. WYSB) a step in any of the walks of life, without feeling its influence? Is it not another term for the laws, which regulate our whole social resistence? Is it not the regulation of every portion dependent, in the first instance, on due acquaintance with those laws? And all this being true, is it possible we can permit—I will not say approve—its reclusion, even from Elementary Education?

"In the middle and upper schools, the justice of this reasoning is not even contested; but, as in the instance we have been just discussing, the principle is not visible in the practice. Professorships have been founded—courses are given,—a great preliminary step certainly, but still a preliminary. It should be made an integral part of Education. Though a representative be altogether ignorant of the controversy, of axioms or no axioms, in Geometry, he may yet be capable of giving an excellent vote on a district or provincial railway; but if ignorant of the great principles which determine wages, rent, currency, &c., he may, with the best intentions reduce the majority of his constituents to ruin.

"But what have the lower classes to do with these functions, and this education? We might as well be asked what have they to do with rents, with labour, with prices? What have they to do with almost every interest of their social life? This department is theirs, if any be theirs:--if they are to have any education at all, this ought to be their education. Why do they pass-often in a single night-from people to populace, and from populace to mob,-but from some supposed infringement of their rights and interestssome panic, in which their ignorance has a far larger share, than their malignity? Why do they run after gold? or cut off this or that intercourse with their neighbours, at the dictum of this or that Sir Oracle-such oracles upon such subjects! but from the notorious confidence which uneducated men usually place in every audacious quack who takes the trouble to dupe them, -a confidence quite natural, from their want of knowledge and consequent total incapacity to judge whether his nostrums will kill or cure. To extinguish charlatanism, you must show the people where it lies, and what it is ;-to detect falsehood, they must early be accustomed to truth. Half the evils of your poor law system, would probably have been neutralized, by the diffusion of sound economical knowledge, at an early period of society ;-by such knowledge, chiefly, are their consequences to be healed now."

3. The third reason why political economy should be made a branch of public education is, that it involves questions on which the people at large are required to pronounce judgment. It involves, indeed, the chief functions of government. The principles of our civil policy having been settled—the relations and power and duties of the different branches of the government having been established by common consent, together with the wide extension and full enjoyment of the elective franchise, and right of free discussion among the people, the chief duties of government and legislation are now directed to economical questions—the development of the resources of our country and the application of those resources -the advancement of agriculture, the promotion of manufactures, the increase of trade, the diffusion of knowledge; and how can men be qualified to govern, to legislate, or to select and judge of the conduct and measures of responsible rulers and legislators, respecting the various questions which are embraced in the agricultural, the manufacturing, the commercial, the intellectual and social interests of the people? The youth at our schools will soon be

the rulers of the land; and in a country where the road to public station is open to all classes, their general acquaintance with the principles of political economy must be of high importance. "If a free government, (says the able American author of the Science of Government,) the people have in their own hands the right of correcting the evils which result from unwise laws; but without a knowledge of political economy, a people might ignorantly oppose measures adapted to promote public prosperity," "If it be said (says Lord BROUGHAM) that there is no reason for all the community learning Political Philosophy [of which political economy is an essential part] any more than there is of all a landowner's family inspecting his accounts and undertaking agriculture; the answer is obvious, that all the community, and not particular classes, are the parties interested in State affairs; and that if a family can be found in which all the members, servants included, have their several shares in the property of the State, then beyond all question, each member, down to the humblest menial, however inconsiderable his share of the property, would be entitled to inspect the accounts-would be directly interested in superintending the management-and would be unspeakably foolish to remain in ignorance of the principles on which farms should be managed, and the condition and management of the estates in the neighbourhood." \*

While much evil results from ignorance on the part of citizens invested with the elective franchise respecting the economical principles which form the basis of, and are interwoven with, our whole system of legislation and government, nothing is more absurd, as well as pernicious, than for persons to discuss, and oracularly decide upon questions of which they are utterly ignorant. It would be a farce, if it were not a calamity, to see some newspapers writers, who have perhaps never even read a work on the polity and economy of civil government,-much less studied the doctrines of itflippantly dictate to a whole country on questions involving the vital interests of society. Every person would pronounce it supremely absurd for a man to attempt to discuss the philosophy of language who was ignorant of the elements of grammar,—or to write on philosophy, or medicine, or navigation, or military tactics, who knew nothing more of any of those subjects than what he had picked up in the newspapers and reviews; yet with no better preparation, how often do we see persons discussing the philosophy of human society at large; together with its most complicated diseases and their infalliable remedies—the minutest details for navigating the Ship of State in all seas and in all seasons, and for rendering a nation safe, prosperous and triumphant, against all foes, domestic, or foreign ! Archbishop WHATELY, with his characteristic wit and felicity of illustration, has exhibited this kind of of quackery in public affairs in its proper light. In the third of his Introductory Lectures on Political Economy, delivered before the Oxford Univerity, he remarks as follows:-

"The most difficult questions in Political Economy are every day discussed with the most unhesitating confidence, not merely by empty pretenders to science, (for that takes place and must be expected in all subjects,) but by persons not only ignorant, but professedly ignorant, and designing to continue so, of the whole subject; neither having, nor pretending to have, nor wishing for, any fixed principles by which to regulate their judgment on each point.--Questions concerning taxation, tithes, the national debt, the poor laws-the wages which labourers earn or ought to earn-the comparative advantages of different modes of charity, and numberless others belonging to Political Economy, many of them among the most difficult, and in which there is the greatest diversity of opinion, are debated perpetually, not merely at public meetings, but in the course of conversation, and decisions of them boldly pronounced, by many who utterly disclaim having turned their attention to Political Economy.

"The right management of public affairs in respect of these and such like points, is commonly acknowledged to call for men of both powerful and well cultivated mind; and yet, if every man of common sense is competent to form an opinion, at the first glance of such points, without either having made them the subject of regular study, or conceiving that any such is necessary, it would follow that the art of Government, (at least that extensive and multifarious department of it pertaining to national wealth) must be the easiest of all arts;—easier than even the common handicra? trades; in

<sup>\*</sup> Political Philosophy, Part First, p. 98



ultimately."

which no one will knowingly employ a man who has not been regularly taught; and the remark of Chancellor Oxenstiern to his son, "quam parva sapientia regitar mundus,' must be understood to apply not only to what is, but what ought to be the state of things.

"Many of you, probably have met with the story of some gentleman, (I suppose it is usually fathered on a native of a neighbouring island,) who, on being asked whether he could play on the violin, made answer that he really did not know whether he could or not because he had never tried. There is at least, more modesty in this expression of doubt than those show, who, having never tried to learn the very rudiments of Political Economy, are yet quite sure of their competence to discuss its most difficult questions.

You perhaps wonder how it is that men should conceal from themselves and from each other so glaring an abaurdity. I believe it is generally in this way; they profess and intend to keep clear of all questions of Political Economy, and imagine themselves to have done so, by having kept clear of the name. The subjects of which constitute the proper and sole province of the science, they do not scruple to submit to extemporaneous discussion, provided they but avoid the tide by which that science is commonly designated. This is as if the gentleman in the story just alluded to, had declared his inability to play on the violin, at the same time expressing his confidence that he could play on the fiddle."

"There is in fact no way of keeping clear of Political Economy, however we may avoid the name but by keeping clear of the subjects of it, and if it be felt as inconsistent with the character of a well educated man to have nothing to say, and to show no interest on those subjects, you may casily make it clear to any man of ingenious mind, that he ought to be still more inwardly ashamed, (though he may not be put to shame openly) at discussing them, without having taken due pains to understand them. Specious and shallow declamation may, indeed, for a time he even more favourably received by the unthinking, than sound reasoning based on sound knowledge, but this latter must have a tendency to prevail

4. The last reason which I shal lurgefor making Political Economy a branch of public education is, that some acquaintance with it is requisite to a just estimate of the value of the different kinds of labour, and a right appreciation of the several employments and professions which are essential to the production of wealth and the progress of civilization in any country. That able political economist, Mr. S. SENIOR, has well defined labour to be "the voluntary exertion of our bodily and mental faculties for the purpose of production." Very little observation and reflection are sufficient to inform us that there is rude, simple, or uneducated labour, and educated labour-that there is physical or bodily and mental or intellectual labour, and, as is commonly the case, both of these united -that these several kinds of labour enter into the production of almost every article of wealth; and finally, that their productiveness greatly depends upon the intelligence and moral habits of labourers themselves of all classes, and upon the character and institutions of society at large. In the production of nearly every article of wealth, there is a three-fold process, namely—the theory, the application, the execution, -- comprehending, as it has been well expressed by Dr. WAYLAND, in his lucid and comprehensive exposition of the elements of Political Economy, "Industry of discovery, or investigation; industry of application or invention; and industry of operation." In the first place, then, we have the philosopher or man of science, investigating discovering, and unfolding the laws of nature; secondly, we have the inventor, applying those laws in the several departments of practical life; thirdly we have the operative labourer, giving effect to all useful discoveries and inventions; and I may add, lastly in word, but first in order and importance, we have the teacher of religion and morals, to regulate the conduct of man in all his pursuits and relations;—we have the instructor in letters and arts, to train the mental and corporeal faculties of man for all the employments of human skill and labour; we have the surgeon and physician, to repair and mitigate bodily misfortunes, to alleviate suffering, and to restore the wasted strength and prolong the life of man for his wonted labours; we have the lawyer and jurist to secure the fruits of industry; we have the civil ruler, the legislator, the departmental, and various subordinate officers of government, for the protection of life, liberty and property, and the numerous vital interests of man as a social being.

Now each link in this vast chain of human labour, is connected

with every other link of an order of Providence stamped upon the condition, the nature, and the destinies of man, and each particle or kind of labour possesses a value according to its cost and its tendency to promote the great objects of human industry. That there is a difference in the value of different kinds of labour, is clearly the common sense of mankind, as is evinced by the occurrences of every day life. No man thinks of placing the same value upon the labour of a gate keeper and of a master farmer in agriculture; or the labour of a hod man and master-builder in architecture; or of a messenger and manager in a mercantile establishment; or of a monitor and head manager of a school, or of a cryer and judge of a court; and similar distinctions in the comparative value of different kinds of labour suggest themselves in a thousand examples that might be adduced. To explain the philosophy of this distinction, the principles on which they are founded, and the extent to which they may be justly and beneficially applied-in the distribution of the fruits of human labour, or the payment of wages, falls within the province of political economy. And from ignorance on this important subject, the most absurd and injurious errors prevail and are every day propagated. It is, indeed, admitted that the value of two pieces of cloth is not the same, if the more labour has been bestowed upon the one than the other-that an ounce of gold and of silver is not of equal value, since the former has cost sixteen times more labour than the latter—that each farmer, tradesman, or merchant, should be compensated for the capital he invests, the expense he has incurred, the risk he runs, as well as for the personal labour he performs in business; yet how has this obvious principle of justice between man and man, this obvious principle of prudence in the social progress of any people, been discarded and outraged in the discussion of economical questions in this country. It has been attempted to reduce all kinds of labour to about the same value -to place educated labour on a par with uneducated labour :---contending that the Lawyer or Physician who has invested the capital of the many hundreds of pounds, and many years of labour to qualify himself for his work, is entitled no more for a day's labour than the man who has not spent ten pounds or a year's time in preparation for his work-that the teacher of youth who has spent years and means to fit himself for the duties of his office, is entitled to no higher remuneration than the day labourer who has never spent a penny or a day except in productive employment—that the wages of the Judges of the land and of the chief officers of state, imparting the result of long and expensive labour, of rare attainment and talent, should be less than the receipts of many an ordinary tradesman. In as far as this spirit prevails in any community, society will not advance beyond a certain point-educated labour, and especially the higher branches of it, being inadequately compensated, will be all and oned for more remunerative pursuits, and mediocrity materialism, littleness and meanness will ultimately become the characteristics of the rulers and institutions, the sentiments and feelings of a people. In the application of the true principles of political economy to the support of civil government, Dr. WAYLAND, the able American author already quoted, remarks as follows; and his remarks are equally appropriate to every situation requiring the best qualifications, from those of the humblest country school master to the President of a University, or the head of a Government.

"Economy requires, that precisely such talent should be employed, in various offices of civil government, as may be necessary to insure the discharge of the duties of each office, in the best possible manner. Many of these offices, can only be discharged successfully, by the first order of human talent, cultivated by learning and discipline, and directly by incorruptible integrity. Now it is certainly bad economy, to employ inferior talent to do badly, that which can only be of any service when it is done well.

"Hence, the salaries of judicial, legislative, and executive officers, should be such as will command the services of such talent as the duties of each office require. It is most unwise parsimony, to give to a judge such a salary as will command the services of nothing more than a third rate lawyer; and it is mean to ask an individual to do a service for the community, at a lower rate than that at which he would do it for an individual.

"In answer to this, it may be said, that by bestowing large salaries upon the officers of the Government, we present temptations to avarice. But, I reply the reduction of salaries, by no means diminishes the evil. Were emolument to be reduced, there would always be a contest for office. The only question then is, whether

we shall have the contest between men of high, or between men of low character; between those who are capable of serving us for eur advantage, or those who are only capable of serving us to our disadventage. Were the most important trust in the Government to command no higher salaries than the wages of day-labourers, there would be as great a competition for them as at present; only then, the contest would be between day-labourers, instead of being between men of professional ability."

Political economy also shows that those very employments and professions which are least appreciated by the blind and unpatriotic partizanship above alluded to, have ever been the largest contributors to the material as well as intellectual interests of mankind. The man of speculative science, the man who spends his days in his study or laboratory, is looked upon by this kind of partizanship as a public consumer instead of a public producer; clergymen, physicians, and lawyers, have been held up as public cormorants, instead of as being contributors to the public weal, equally, at least, with other classes of producers in the community. It has been said there is no need of such professions; let every man be his own clergyman, his own physician, his own lawyer. Apart from other considerations, the improvidence and error of such sentiments may be sufficiently shown upon the economical principle of the division of labour. With equal if not more propriety might it be said, let every man be his own schoolmaster, his own shoemaker, his own tailor, his own blacksmith, his own plough and waggon, and cabinetmaker, his own cloth and cotton manufacturer, his own grocer, and mail-carrier. Scarcely is any man so destitute of all notions of economy, as not to see that the productiveness and interests of all employments will be promoted by each man confining himself to his own, and exchanging the products of his own labours for such of the products of the labours of others as he may require—that it is far better for the farmer to sell his grain in the market, and buy his shoes and pay the postage on his letters, than to undertake to make the one and carry the other; and so with each of the other numberless employments of human life.

And are the more difficult, and therefore higher professions to be exceptions to the general rule? If it is cheaper for a tradesman to buy his bread with the products of his own mechanical labour, than to spend time in attempting to grow grain for himself-if it is cheaper for a man to hire a schoolmaster to teach his children, than to employ his time in teaching them himself, and probably teaching them very badly—is it not cheaper as well as safer for a man to employ a surgeon to amputate or bind up a broken limb, than to spend time in learning, or attempting to do it himself? And when attacked by disease, which is the better economy, for a man to procure books and spend time in attempting to study the physiology and diseases of the human system, and their appropriate remedies, or employ a physician who has devoted his life to the study and practice of such subjects? And in the disposal or purchase of property, in the recovery of debts, or maintenance of rights, whether is it better economy, for a man to buy law-books and study the laws himself, or procure the advice and assistance of a lawyer, whose business it is to study the nature and practice of the laws? And that there must be laws, and laws as various as the interests of society, no intelligent man can doubt, since there can be no society without government, and can be no government without laws and laws are of no use without persons to study and administer them. Then there can be no society much less prosperous and happy society without morals. And where is the country, or city, or even neighbourhood, in which there are morals without some class of the ministers of religion to teach them-for the idea of the morality of any community without Christianity, is an historical and natural absurdity, and is like virtue without honesty, eyes without vision, or a human body without a heart. The Divine Founder of Christianity, instituted a ministry for the propagation and perpetuation of its doctrines and morals; and the history of civilization from that time to this justifies the wisdom of the institution. Even the examples of the abuses and the oppressions of the Christian priesthood, like those of civil government itself, are proofs of its amazing power to do good, when rightly exercised; and in this country whatever may be the denominational diversity of religious sentiments on many points, and whatever may be their rivalship, as in ordinary associations, occupations and pursuits, all classes agree in the fundamental principles of public morality—the only basis of public prosperity.

And if we advance beyond the professions, as well as the more

material employments of human life, and contemplate the men of retirement, of study, of science we will find them entitled to the highest rank among the bountiful though indirect producers to the wealth and enjoyment of mankind. The productions of their minds in every department of science and literature, furnish inexaustible sources of human enjoyment; while their discoveries and inventions have added an hundred, and in some cases a thousand fold to the productiveness of human labour, in agriculture, in mechanics, in manufactures and in commerce. Have not the inventors of the spinningjenny, the power-loom, the cotton-gin, contributed more to the productiveness of manufacturing labour, and to the cheapness of manufacturing productions, than hundreds of labourers, who have spent their whole lives in manfactories? And who can estimate the value of productions which have resulted from Sir Humphrey Davy's invention of the safety lamp, Watt's invention of the steamengine, and the invention of the application of steam-power to mechanics, manufactures, water and inland navigation? How much has Franklin's invention of the lightning-rod added to the value, and therefore to the productiveness of capital invested in buildings? And what is the value added to all classes of business and to many enjoyments, by the invention of the application of electricity to instantaneous telegraphic communication from city to city, and country to country?

Nor is the discoverer less a producer than the inventor. FRANK-LIN'S invention of the Lightning-rod resulted from his own previous discovery of the identity of electricity with lightning. Nor would a tenth part of any of the most valuable inventions in the various industrial pursuits of mankind, from the navigation of a ship across the ocean, to the manufacturing of a pin, have ever existed, had it not been for the previous discoveries and calculations of philosophers like Copernicus, Galileo, Leibnitz, Newton, La Place, Sir Humphrey Davy, and many other kindred investigators and experimenters in Natural Philosophy and Chemistry. And where would have been their calculations without the geometry of the Greeks and the algebra of the Arabs.

Thus, instead of one pursuit and profession being at war with another-instead of one class of labourers being prompted to regard other classes with a jealous and hostile feeling, all classes are linked together as co-workers and fellow labourers in the grand enterprise and common interests of human civilization—they are working out that economy of the Creator, who has not only rendered various employments jointly tributary to the well-being of mankind, but has constituted men with different aptitudes for different pursuits, and with different dispositions towards those pursuits. 'One is investigated to adapt the laws of nature, and another to apply them to practice, and another to perform the operation by which these laws are made to create value; and these aptitudes are still further subdivided. One man is better adapted to investigate physical, another intellectual, and another moral laws. Thus, also, in the various pursuits of operative industry, one man prefers agriculture, another manufactures, and another navigation; and, in general a man is most disposed to devote himself to that particular occupation for which God has given him the greatest aptitude.' Every man will be most happy, as well as most successful in the employment for which he is best fitted, and which he likes best; and in this diversity of human tastes and talents, in connection with the corresponding diversity of human pursuits and wants, we recognise the Divine wisdom and benevolence.

The investigation of these subjects falls within the province of Political Economy, and cannot fail to enlarge the views, advance the interests, and promote the happiness of a people; and I, therefore think that the elements of this science should be made a branch of public education. I will only add, in the words of Archbishop Whately,—"The time is not, I trust, far distant, when it will be regarded as discreditable not to have regularly studied those subjects, respecting which, even now, every one is expected to feel an interest—most are ready to adopt opinions—and many are called on to form practical decisions,"

Coleridez divided readers into four classes, the first he compared to an hour-glass, their reading being as the sand; it runs in and it runs out, and leaves not a vestige behind. A second class, he said, resembled a sponge, which imbibes every thing, and returns it in nearlythe same state, only a little dirtier. A third class he likened to a jelly-beg, which allows all that is pure to pass away, and retains only the refuse and the dregs. The fourth class he compared to the diamond-miners in Goleonda, who, casting all that is worthless, preserve only the pure gem.



# Miscellaneous.

#### THE BLIND BOY'S BEEN AT PLAY, MOTHER.

BY ELIZA COOK.

The Blind Boy's been at play, mother,
And merry games we had;
We led him on our way, mother,
And every step was glad.
But when we found a starry flower,
And praised its varied hue,
A tear came trembling down his cheek,
Just like a drop of dew.

We took him to the mill, mother,
Where falling waters made
A rainbow o'er the rill, mother,
As golden sun-rays played;
But when we shouted at the scene,
And hailed the clear blue sky,
He stood quite still upon the bank,
And breathed a long, long sigh.

We asked him why he wept, mother,
Whene're we found the spots
Where the periwinkle crept, mother,
O'er wild Forget-me.not's;
"Ah, me!" he said, while tears ran down
As fast as summer showers,
"It is because I cannot see
The sunshine and the flowers,"

Oh, that poor slightless boy, mother, Has taught me I am blest, For I can look with joy, mother, On all I love the best; And when I see the dancing stream, And daisies red and white, I kacel upon the meadowed sod, And thank my God for sight.

#### THE POET MONTGOMERY.

The following sketch of the incidents of Mr. Montgomery's late visit to the Weeleyan Conference of Sheffield, is highly touching. The scene must have been singularly impressive and solemn:-On Saturday, the venerable poet of Sheffield arrived at the Conference, baving kindly consented to pay the assembly a personal visit. Mr. Montgomery appeared on the platform, leaning heavily on the arm of Dr. Hannah, and was by him conducted to a seat in front of the platform. A few appropriate words from Dr. Hannah introduced him to the Conference. The President then addressed him in simple, and graceful terms, his face beaming with the peculiar sweetness and beauty which belongs to the happy smile of John Scott. Then the aged and hoary poet, somewhat bent and very feeble in body, with the silver hair shining in flakes as it fell thin upon his temples, or waved slightly upwards from the side of his head-stepped forward to the front of the platform, and raising his hands in prayer and blessing, pronounced the words "The Lord bless you and keep you; the Lord make his face to shine upon you and be gracious unto you; the Lord lift up his countenance upon you, and give you peace." The beautiful and impressive way in which the poet uttered the last words of this prayer was inexpressibly affecting. All felt that it was a patriarch of peace and purity who thus pronounced his benediction. The Christian poet, the laureate of piety and gospel horoism, the spotless Moravian brother, James Montgomery, in his 80th year, dying more and more to the world whose praise has long echoed round him, but which he soon, very soon, must leave to go to that "grave" which he has so beautifully celebrated, that resting-place, the inmate of which have no more "portion for ever in anything that is done under the sun," -and looking more and more to that home of the blessed, where he shall join the "sister spirits"—who, like him, have learned on earth to lisp the songs, and breathe the music, which they shall soon, in full anthem, swell in heaven,-James Montgomery raised his prayer, and bent his aged form in benediction, over the assembly of the ministers of that church whose ordinances he had so long and dearly loved, and in whose public meetings of missionary zeal and piety he had so frequently presided. It was a scene long to be remembered—every trace was engraven on the heart in lines never to be effaced. Then Dr. Bunting, in words still eloquent, and, what is better still, in words full of pious feeling, responded to the visit and words of the poet. The address of Mr. Osborn, in particular, was pre-eminently beautiful. While Mr. W. M. Bunting

was speaking, another scene opened. The students of Wesley College-the tutors, scholars, and gownsmen in their proper scholastic costume-entered the Chapel, headed by their Governor and Chaplain, the Rev. S. D. Waddy. These were arranged around the front of the gallery. And now the scene was most beautiful. On the platform, were the seniors, of the Conference, men of weight and wisdom, and (some of them) of venerable age; -in the centre of the platform, and on the right of the President, was the frail, but venerable, form of James Montgomery, his eye still beaming forth a ray of kindly genius and tremulous tenderness, and his features still revealing, amid all the tokens of decay, the sensitive and spiritual life of the poet's quick nature ;-in the body of the Chapel were the Ministers; on the left, under the gallery, a privileged company of ladies sat, to drink to their hearts and memories the impressions of the present scene; -- around, and in front of the gallery, a crown of bright, intelligent youth, encompassed the whole. Hoary age-vivid youth-the beauty of feminine emotion—the earnestness of masculine reverence—and eager, wondering, half awe-struck gaze of brisk boyhood, solemnized for the moment, and of young aspiring youths, who had learned intelligently to venerate the poet, and to feel a filial regard for the assembled Pastors of their paternal Church—all met here in one centre-all were united in this lovely and sacred scene. What various lights, with striking contrasts, what softened shades, what brilliant hues, were all assembled here !- London Watchman.

### THE OTTAWA COUNTRY.

The Country drained by the Ottawa river and its tributaries embraces an area of 80,000 square miles, the aggregate area of the New England States. This extensive region presents a great variety of soil and scenery. The thaber producing districts occupying a large proportion of its surface are generally not well adapted for settlement, and it is not probable that these portions will ever be reclaimed for agricultural purposes. These districts, however, are the most remote and least favoured as regards olimate, and for centuries to come they will continue to produce immense supplies of wood for exportation; while the extensive country less remote on this magnificient stream and its numerous branches presents the most desirable agricultural capabilities.

The whole of this country South of latitude 48 degrees produces white pine of good quality, but the region growing red pine is limited to about one-fourth of this. The Western part of the Red Pine country extends as far South as latitude 45 degrees and Northward to latitude 47½ degrees, and the Eastern part lies between 46 and 48 degrees,—the extreme length from East to West being about two hundred and thirty-five miles, ending Westward at 80 degrees West longitude.

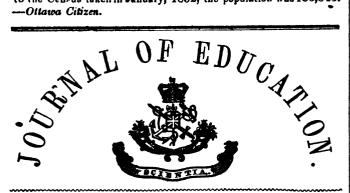
In its geological character, as well as in some other respects, the Ottawa Country bears some similarity to the Eastern portion of the United States. The granite formation of the prevailing one, and excepting 4,000 square miles of the country lying on the Ottawa, and some of its lower tributaries on the South side, which rest on the limestone, the region presents the usual characteristics of the primative formation. The limestone tract referred to presents a remarkably level uniform surface, and is exceedingly well adapted for Agriculture. The other portions, though uneven, are not mountainous,—there being no elevations in the country of sufficient altitude to merit the name of mountain,—and they contain extensive tracts of beautiful land. Taking the following general classification in the aggregate, there is in the Ottawa Country, according to the most accurate information:

Red Pine country, 88,000 sq. miles. Fit for settlement, 23,000 "
Remainder,—Lakes, rocky hills, &c., &c., 19,000 "

80,000

The geographical arrangement of the divisions thus classified is very remarkable, as being the most advantageous possible. The part best adapted for settlement forms the Southern section, and is the most easily accessible, enjoys the best climate, and is most contiguous to the other settled part of the Province,—while the Red Pine division occupies a portion extending far Northward, and enjoys very great advantages in consequence, having longer winter, with deeper snow and steady frost, which facilitate most materially the Lumbering operations.

Of this extent of country there is now about 6,600 square miles surveyed into townships above the head of the Lake of Two Mountains, of which 2,350 square miles are occupied. According to the Census taken in January, 1852, the population was 136,848.—Ottawa Citizen.



# TORONTO, SEPTEMBER, 1852.

# EDUCATIONAL PROGRESS OF UPPER CANADA, DURING THE YEAR 1851.

Availing ourselves of the Annual Report lately submitted to Parliament by the Chief Superintendent of Schools, we make a few extracts, with a view to show the progress which Upper Canada has made in educational matters during the year 1851:—

"1. Moneys paid Teachers.—The amount of the Legislative School Grant apportioned to schools in 1851, was the same, with the addition of £10 4s. 7d., as it was in 1850; but the amount of money paid Teachers in 1851, exceeded the amount paid them in 1850, by £15,402 1s. 6d. The total amount received for Teachers' salaries in 1850, was £88,429 8s. 7d.; in 1851, £102,050 12s. 6d.; increase, £13,621 3s. 11d. The total amount paid Teachers in 1850, was £82,425 5s. 6d.; in 1851, £97,827 7s.; increase, £15,402 1s. 6d. The increase under this head in 1851, is considerably more than the total increase under the same head during the whole of the three years preceding. This fact is auspicious for the prospects of the common schools, honorable to the country, and encouraging to school Teachers.

"If the manner in which this increase has been produced be examined, it will appear still more gratifying. The total amount required to be raised by the Municipalities, in order to receive the Legislative School Grant, was £19,027 ls. 6d.; the total amount assessed and collected by the Municipalities for Teachers' salaries, was £25,835 l7s. 6d., being an increase on the preceding year, under the same head, of £2,398 l4s. 9d., or £6,808 l6s. more than the actual amount required to be raised by the Municipalities.

"The amount levied and collected in School Sections by rate-bill, was, in 1850, £39,043 9s. 9d.; in 1851, £33,577 9s. 3d.; a decrease of £5,466 0s. 6d.;—shewing that the system of rate-bills on parents and guardians sending children to the school, is declining; while the amount levied and collected in School Sections by a rate on property (on the principle of free schools) was, in 1851, £19,832 13s. 7d,—a head under which there were no returns in 1850."

"2. Moneys for the Building, Repairs, Rent, &c. of School Houses and School Apparatus.—Under this head the total amount collected and expended was, in 1850, £14,189 14s. Od.; in 1851, £19,334 18s.; increase £5,145s. 4s."

"3; Grand Total of School Moneys.—No returns were obtained in 1850 of moneys collected and expended in support of other educational institutions, including Grammar Schools, Colleges, &c. Under these heads are reported for 1851, £32,834 7s. 8d., making the grand total of moneys received and expended in Upper Canada for educational purposes for the years 1850 and 1851 respectively, according to the returns, as follows:—For 1850, £102,619 2s. 7d.; for 1851, £154,230 18s. 2d. The actual increase in 1851, in the sums available for common school purposes, over those of 1850, amounts to the sum of £18,777 7s. 11d."

"Number of Children of School age, and attending the Schools, Classification of Pupils, &c.—From Table B. it appears, that the number of children in Upper Canada, between the ages of five and

sixteen years, in 1851, was £258,607, being a decrease of 651 on the number reported for 1850. There is reason to believe, that the local reports for 1850 exaggerated the number of children in many of the school divisions, with a view of obtaining a larger share of the School Fund; but in 1851, a more efficient supervision of the returns was exercised, and there was not the same temptation to exaggerate the number of resident children of school age, as the fund was not, in future, to be distributed on that basis.

"The number of children reported as attending the schools in 1851, was 170,254, while the number reported as attending the schools in 1850, was 151,891; being an increase in favour of 1851 of 18,363, a much larger increase than was ever before reported in

any one year.

"The total number of *Boys* reported as attending the schools in 1851, was 94,439, being an increase on the preceding year of 8,721: the total number of *Girls*, was 75,815, being an increase of 9.642.

"The total number of pupils attending the schools in the summer, was 83,390,—increase, 6,566; of Boys, 44,647,—increase, 2,863; of Girls, 38,743,—increase, 3,703.

"The total number of pupils attending the schools in the winter, was 84,981,—increase, 3,512; of Boys, 49,060,—increase, 752; of

Girls, 35,921,—increase, 2,760.

"Table B. also shews, that in each of the various subjects taught in the schools, there is a large proportionate increase; in some of them a very large increase, especially in advanced Grammar, Geography, Book-keeping, Arithmetic, Algebra, Geometry, Elements of Natural Philosophy, Vocal Music, &c."

" Comparison between Upper Canada and the State of New York, in respect to the System and State of their Common Schools.—1. There are three particulars in which we must at once yield the palm to our American neighbours. (1). They have school-houses and schools in their cities and towns, with which we have as yet nothing to compare; but from what has been done and is doing, in several of our cities and towns, I am confident this contrast will soon be superseded by comparison. (2). They have numerous school libraries, while we as yet have none; but in this they are rather declining than advancing, for want of needful authority and caution, and severe discrimination in the beginning in the selection of proper books, and the consequent introduction into their libraries of an immense amount of trash, which has greatly depreciated their value, lessened their usefulness, and in some instances led to their abandonment. I trust, if we move slowly in this part of our system, we shall proceed more safely, as well as more economically and successfully. (3). Of the 753,047 children of school age in the State of New York, 726,291 of them are reported 'as having been under instruction for a longer or shorter period, during the year 1851; while of the 258,607 of our children of school age, but 170,254 are reported as having attended the common schools in 1851. It is, however, but just to remark, that nearly 20,000 more of our children are reported as having attended school in 1851 than in 1850; while 196,561 children in the State of New York are reported as having attended school less than two months of the year, and 212,578 of them between two and four months, and 170,005 of them for four months and less than siz months. It may also be observed, though great improvements have been made in their schools in cities and towns, their annual school reports furnish very little indication of progress in the rural parts of the State, while school progress with us is in general more conspicuous in the rural portions of our country than in our cities, towns and villages.

"2. The average period during which the schools were kept open in the State of New York in 1851, 'was seven months and seventeen days;' in Upper Canada it was nine months and twenty-

eight days.

"3. According to the last census of the State of New York, taken in 1850, the population of that State was a fraction more than four times that of the population of Upper Canada. There ought, therefore, to be four times as large a sum raised for the salaries of common school Teachers in that State as in Upper Canada. The total amount of money raised for the salaries Teachers in 1851 (including the large School Fund) was \$1,350,345, or £337,586; the total amount raised in Upper Canada in 1851 for the same purpose was £102,052, or \$408,208—nearly one-third the amount raised in the State of New York.

"The length of time during which the schools are kept open during the year, and the amount of money raised for the salaries of Teachers are the two strongest tests of the doings of a people in

regard to education.

"4. The adoption and use of an uniform series of good textbooks throughout the country, and the facilities for procuring school maps and apparatus, are a great saving of time and money to the children and people of Upper Canada, in comparison to the subjection to perpetual changes of school books and maps which are taking place in the State of New York, arising from the absence of any State authority and provision in these respects, and the representations and collusions of interested book and map sellers and Teachers.

"5. The examination and licensing of Teachers by County Boards, according to a programme, prescribed by public authority, and establishing an uniform standard of qualification and classification of Teachers throughout the country, must be a much more effectual provision to secure Teachers of good character and proper qualifications, the examination and licensing of Teachers by indivi-

dual township Superintendents and Trustees.

"6. There are no Normal School buildings in the State of New York, or in any State of America, equal to those which are nearly

completed in Upper Canada.

"7. The great principles, and general outline and provisions of our School Law, being the result of extensive inquiry and mature deliberation, our School Law may be considered as settled; and what appears to remain, and all that is desired by any considerable party on this subject, is, the filling up of that outline, and the extension of those provisions, as circumstances may require. But the following extract from the last Annual Report of the Superintendent of Schools in the State of New York, presented to the Legislature in January of the past year, shows that, after forty years legislation on the subject of common schools, our neighbours are still considering first principles, and are proposing to adopt the peculiar features of our Canadian school system. Superintendent says:

By a resolution of the Assembly, of the 11th of July last, the Governor was authorized to appoint a commissioner whose duty it should be to prepare and report to the legislature, at its ensuing session, an eatire common school code, in one act. Under this authority, the appointment of common school code, in one act. Under this authority, the appointment of common schools, who proceeded at once to the discharge of the duty thus devolved upon him, and whose report will be forwarded to the legislature at an early period of its session. Following, as this resolution of the Assembly did, immediately upon the completion of a full consolidation and arrangement of the existing provisions of law in relation to common schools, under the act of the last session, the commissioner deemed himself authorized to incorporate in the new revision such amendments and modifications of the system now in force, as in his best judgment, after full and free consultation with the most enlightened and experienced friends of education throughout the State, seemed desirable and necessary. The principal suggestions and recommendations made by him in the discharge of this important and responsible duty, are fully in accordance with the views of the department; and their adoption will, it is confidently believed, place our common school system upon a permanent and satisfactory basis. They are understood to embrace as their leading and prominent objects, lat. The separation of the office of Superintendent of Common Schools, from that of Secretary of State, and its erection into a separate and distinct department; 2nd. The substitution of a permanent annual State tax of one mill upon every dollar of the aggregate real and personal property of the State, for the support of Common Schools, in lieu of the present tax of eight hundred thousand dolllars; and 3rd. The restoration, in a modified form, and with suitable guards and restriction, of the system of county supervision.

The proposed alterations of the existing system are independent of each

# ADVICE TO A YOUNG TEACHER.

My DEAR FRIEND,—Let me advise you to keep your school room neat and cleanly, and do what you can to render it pleasant and inviting. This I conceive to be of great importance. It is important not only as regards appearance, order and comfort, but it is important in its educational effects. The tastes and habits of children are greatly influenced by the condition of things around them.

You should have some plan regulating the sweeping, dusting, &c., so as to secure uniformity of neatness. Unless you do this, your room will often get into disorder, and present a slovenly and untidy appearance.

Presuming that you "keep no help," and have plenty of large scholars who are not above doing house work, I would suggest that you appoint one each day to attend to the above duties, and see that everything is in its appropriate place. You might, for convenience, call this individual the monitress, or monitor of neatness. You would find it excellent economy to provide your school room with a little box, and name it the "Litter Box." Let this be passed through the aisles, by the monitor of neatness, just before the close of school each half day, to receive the scraps of paper and other litter which may have accumulated on the floor about the desks, and which every scholar should be required carefully to pick up and deposit in the box as it passes.

You should insist on having your scholars clean their feet before coming into the room. It will save you much dust and dirt. In a muddy time, it would be well to require the monitor to stand at the door, immediately after the ringing of the bell, and

remind forgetful boys of this thing.

The order and neatness of scholars' books and desks should receive some attention. You may have noticed a great difference in schools, in this respect. In some, you will see the little geographies and readers neatly covered with cloth or paper, with leaves unsoiled, and handled by clean hands; and you will not discover so much as the scratch of a pin upon any desk, or a pencil mark upon the white walls of the room. In others, you will witness the reverse of this: books soiled and torn; some with covers dangling, others with their leaves falling out; desks hacked and mutilated, and the walls defaced by grotesque figures and scrawls of writing. Now this is wrong, very wrong; and teachers are chiefly to blame for such a condition of things. By exercising a little care, they can correct the evil.

Perhaps as good a way as any to arouse the attention of pupils to this matter and kindle their pride, is to appoint a committee, whose duty it should be to inspect the books and desks each week, and report their condition, in writing, to be read before the school. Commend them in all their efforts to do as you desire; and I will say to you that, as a general rule, in all your intercourse with your scholars speak a dozen words of praise to one of censure. Where this ratio is reversed, the teacher may seriously inquire, whether the chief fault does not lie in himself.

Encourage, as far as possible, the personal neatness and cleanliness of your pupils. Get up a penny contribution to purchase a wash-bowl, soap, comb, and brush, if your room is unprovided, and you will be surprised to see how such an arrangement will improve the appearance of your little fellows, who have been taught at home not to be afraid of a little dirt.

After completing all of these plans and getting them into successful operation, you might, with safety—and you naturally would go a little further, and adorn your room with vases of flowers, house plants, pictures-if you have them-and decorate the walls with evergreens. Perhaps your scholars would be able to collect a small cabinet of Natural History, to lend an additional interest. These things would afford you pleasing subjects for occasional remark, and aid you in your endeavours to smooth and soften their rough natures, and give them some refined and elevated notions of the beautiful and excellent.

I will close this communication by saying to you, that in all your arrangements, endeavour, as far as possible to enlist the co-operation of your scholars. Tell them of your plans and your reasons for adopting them, and ask them to aid and assist you in carrying them out. Make them feel that they have a personal interest in all the affairs connected with the school; that the school, in short, is their school, and that its reputation is their reputation .- Ohio Journal of Education.

# PHYSICAL GEOGRAPHY.

There is probably no study which, in comparison with its importance, has received so little attention as this. The school-boy soon wearies of learning the names and locations of continents, peninsulas, islands, capes, mountains, oceans, seas, lakes, rivers, dc., &c.; together with their comparative size, length, distance from



each other, their population, navigation, character of inhabitants, varieties of animals, various productions, adding, it may be, the accompanying history of events connected with the different countries; and to what purpose? To be forgotten nearly as soon, and much more easily, than learned.

The introduction of maps, as aids to the study of geography, was a great improvement over the mere verbal text, and has tended greatly to facilitate the study of this branch, so that more may now be learned in one year than formerly in two or three.

We think that the judicious introduction of physical geography, in connection with topography, will very much increase the interest of the latter, while the knowledge it will afford, in and of itself, will exceed, by far, in importance, what is usually obtained, at the present time, even in our best schools.

Of what use is it that we know that there are certain mountains, seas, or rivers in Europe or Asia, if we are totally ignorant of their effects upon vegetation, upon civilization, and the condition of mankind? or that the different continents are so many miles in length, and so many in breadth, if we are unacquainted with the corres-

ponding oceanic influence and the resulting facts?

How many scholars know why all the great deserts of the world are situated where they are, and that the physical laws are such that it is not possible that there could be anything but deserts in those places? How many know why the northern part of the Andes is almost wholly desert upon their western slope, and the southern part upon their eastern? or that, were this chain removed to the eastern side of South America, nearly the whole division would be one continuous desert!

These things are seldom spoken of as having any connection with the study of geography, and yet it would seem that they should

constitute its very foundation.

Probably the difference in the civilization of Europe and Africa, is to be attributed more to the inland seas and gulfs, and the numerous rivers of the former, and their effects; and the absence of the same in the latter, together with other physical characteristics, than to any other causes whatever; but these things are seldom learned in the schools.

The scholar learns the results of these causes as merely abstract facts, and remembers them about as well as he would the conclusion to a proposition in Euclid, without having been through with the

demonstration.

These things are not too difficult to be understood by the scholars in our grammar and high schools, and many of them come within the range of the lower classes. While a class are upon the rivers of North America, for example, if their attention should be called to the four distinct water systems formed by the Rocky Mountains, Alleghanies, and the table lands of British America, and to the length and course of the rivers, as determined by these table lands and mountains, they would learn to associate these things with the natural features of the country, thereby learning facts and reasons together; and when this class should pass to any other continent they would search first for the same natural data.

In giving a lesson upon the climate and productions of different portions of North America, the difference in the temperature of the eastern and western coasts, also of the coast and the interior, might be noticed, together with the course of the mountain ranges, and the fact that this continent is a great triangle with its base upon the arctic circle, and its vortex within the tropics. Many new thoughts would be suggested here, some of which could be digested at the time, and others might be filed away for future investiga-How many classes, while they recite upon the productions of British America, and the north of Spain, locations in about the same latitude, ever take into account the difference in climate, and especially ever inquire for the causes of the same?

The trade and periodical winds are intimately connected with physical geography, and, if properly illustrated, would open a rich vein of thought to the student. These great currents of air, constantly in motion, have to do with the amount of rain, the temperature, the vegetation, the animals, and the general condition of nature and of man throughout the tropical regions, and even beyond

this limit.

Let the oceans, seas, gulfs, channels, lakes, rivers, mountains, peninsulas, capes, et cetera, be all studied, not as mere words, nor as simply places in certain geographical positions upon the earth, but let them be viewed in their relation to each other, and as indispensable parts of a great whole, performing well their several offices

as good citizens.

To illustrate these topics, no costly apparatus is needed. If the class have not seen the ocean, they have seen a lake or pond, with its miniature islands, bays, capes, &c.; and if they have not seen the Andes, they have been upon a hill and have gathered flowers in the valley; they have felt the wind and the heat, and can easily be made to understand the effects of the latter upon the atmosphere.

Let these be called in to speak for themselves, and to teach a lesson, which, while it illustrates the subject in hand, shall lead the minds of the young out into the kingdom of nature, and shall give to the hills and brooks, over and beside which they daily gambol,

a voice which shall greatly instruct them.
[In connection with the foregoing article, we would direct the attention of parties interested to the catalogue of maps and atlases specially devoted to physical geography, kept for sale at the Educational Depository, Toronto. See Descriptive Catalogue, published in this and previous numbers of the Journal of Education, and also to the pamphlet edition of the "Descriptive Catalogue" just issued.]

# PHYSICAL TRAINING IN SCHOOLS. GYMNASTIC EXERCISES.

CONCLUDED. No. V.



Action 117. Hands on the pommels, spring up, rest a moment, then throw the right leg over the horse, lifting the right hand to let the leg pass over the back pommel into the saddle, bringing down the hand quickly on the pommel. Throw the leg back again, observing the same precautions: do this several times without coming to the ground.

Action 118. As action 117, with the left leg on the other side.



Action 119. Hands on the pommels, spring up, at the same time turn the body a little on one side, and throw the right leg over the front pommel, lifting up the left hand to let the right leg pass (fig. 77).

Action 120. As action 119 on the other side, with left leg.



Action 121. Hands on the pommels, spring up, and instead of one leg, as in action 119, throw both legs over in front, so as to come down to the ground on the feet, with face towards the head of horse. (fig. 78).

Action 122. As action 121, on the other



Action 123. As action 110, but instead of coming against the side of the horse, throw both legs over the back of the horse, and come down on the toes on the other side, with face towards the saddle (fig. 79).



Action 124. As action 114, then swinging backwards cross both legs behind; turn the body, and sit in the saddle face towards the tail of the horse (fig. 80).— N. B. When in crossing the right leg goes

over the left, you must turn the body to Fig 80. the right side, and when in crossing the left leg goes over the right, turn the body to the left side.



Action 125. Spring on the back of the horse, behind the saddle, place the left hand on the front pommel, and right hand on back pommel, raise the body a little, and swing round, and sit on the neck of the horse, so as to face the front pommel. Then put the right hand on front pommel, and left hand on

back pommel, and swing round on back of horse; do this alterately several times (fig. 81).



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light.  PLATE II.—5 Diagrams.—Theory of the Seasons, with the Right and Parallei Spheres; and the Theory of Heat.	PLATE IV.—13 Diagrams.—The Solar System—Comparative Velocities and Magnitudes of Planets—Transits and Comets.
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(See "ATLASES," Section	n XI., of this Catalogue.)

# Educational Intelligence.

## CANADA.

## MONTHLY SUMMARY.

The Pilot says, "We are glad to hear that a new charter has been obtained, by which the management of McGill College will be entirely remodelled, and the direction of the institution placed in new hands. As matters have been for some years past, McGill College has been, for practical educational purposes, a mere dead letter. Properly managed, it offers the nucleus for a splendid Collegiate Institution. The new direction will be, we understand, of an entirely non-sectarian character, and will have at its head a learned Judge, whose claims to scholarship fit him more perhaps than any other man in the community for the situation.".... The Quebec Chronicle states that "the Rev. John Cook, D.D., goes home for the purpose of obtaining three professors for Queen's College, Kingston." .... The Toronto Observer says that the Baptists of Canada West have subscribed \$10,000 this year to the funds of the Rochester Baptist University, where the students of that body at present study.... The Municipal Council of Beckwith has appropriated the Tavera license fund of 1850-51 to the purchase of library books. 178 were distributed last year and 545 this year-total, 723 volumes.... The Grammar School of the United Counties of Huron, Perth and Bruce, was examined on the 30th ult., in presence of the Trustees and a number of parents and others interested. The exercises in the different classes were gone through with great precision, shewing that the pupils were well grounded in the principles; that they were not merely got up for the sake of shewing off at the Examination....The public examination of the Cobourg Church Grammar School, took place upon the 16th, 17th, and 18th ult. The proficiency displayed by the boys must have been most satisfactory, both to the Masters and spectators. The answers in Virgil and Homer, evinced an intimate acquaintance with the language, ideas, and criticism of the authors, and ably maintained the high character which the School has already obtained, for strict and careful attention to the minutiæ of the language.... The Secretary of the Southwold Teachers' Association requests us to state that it was organized on the 24th of August, by the appointment of Mr. P. Farrell President; Mr. J. Fraser, Vice-President; and Mr. C. Treble, Secretary-Treasurer. N. Silcox, Esq., was elected an honourary member, and the following gentlemen were requested to deliver lectures before the Association, viz :- Mr. C. Treble, on the Utility of the Association; Mr. P. Farrell, on the Science of Optics; Mr. J. Fraser, on Astronomy, and Mr. D. Wallace, on Mathematical Geography. After an agreeable session the Association adjourned until the 25th instant.

Common School Celebration—Opening of the New School Houses, Belleville.—We take the following from the Hastings Chronicle of the 16th August:—Yesterday will long be remembered by the people of Belleville, According to public announcement, the inhabitants celebrated yesterday the opening of the new School Houses in this town, by a grand Pic Nic in

Meyers' Grove. At half-past eleven o'clock the children of the various schools proceeded to the grove. We never saw as many of the youth of any place, who were better dressed, so well behaved, and intelligent looking as those who composed the procession which marched through our streets yesterday. It was a pleasing sight to witness the children of the rich and the poor, mingling together in one common group, and all cared for alike by the kind-hearted citizens who had provided an abundance of the good things of life for their entertainment. We had the pleasure of noticing another gratifying sight,—and it was the array of talent concentrated in the Ministers of the different Churches of Belleville, and of gentlemen of all shades of politics, on the same platform, who were to unite in boldly proclaiming the fact that the system of Free Schools was best adapted to educate the masses, and to establish and perpetuate in a country those principles which are calculated to elevate and render happy and prosperous all classes of the community.

After the refreshments had been partaken of, Paul Peterson, Esq., was called to the chair, who explained the object of the demonstration, and gave a short and interesting speech. Dr. Hope was the first gentleman called upon to speak, and after a few preliminary remarks, he showed conclusively, from statistics which he had collected, that the present mode of educating the children of Belleville, was the best that could be adopted to make a country what it should be, in an intellectual and other points of view. Other instructive addresses were delivered by Messrs. McEwen, Denike, Smart, Burdon, Benjamin, Hutton, Benson, Flint, Gregg, Davy, Galbraith, and Harding. Before closing, we will just mention that this enterprising and thriving town can boast of as good school buildings as any in the Province, and also of as efficient a class of Teachers as can be found. The brick school house, No. 3, is a perfect model. Sheriff Ruttan's system of ventilation has been adopted in this building, and, for convenience and comfort, there is not another school in Canada that will surpass it. The other three buildings, erected for the same purpose, are equally commodious and convenient.

We say to the parents of those children who attend the schools in this town,—you may well be proud that you are so highly favoured in having such comfortable school houses, such sober and well qualified Teachers. Your youth are blessed above many others in our land.

Laying the Corner Stone of the new School House, Perth .-The Bathurst Courier states that the ceremony of laying the corner-stone of the new public school house, took place on Saturday last. At half-past two o'clock, P.M., the Sons of Temperance and Cadets marched round to the Lodge Room of the Freemasons and Oddfellows. Here they were joined by the Masons and Oddfellows, dressed in the regalia of their respective orders. The whole then marched in procession through different parts of the town, and proceeded to the place where the school house is being erected. The proceedings were opened with prayer by the Rev. W. Bell. Mr. Thomas Brooke then read the scroll, which being deposited in a tin box along with several other documents, and all placed in a cavity of the stone prepared for the purpose, the ceremony was performed by Joshua Adams, Esq., County Warden, with Masonic honours. The band played the Queen's Anthem. W. O. Buell, Esq., then gave a rapid historical sketch of the school enterprise from the first settlement of Perth up to the present undertaking, interspersed with appropriate remarks upon the several events referred to, and with references to the action of the Legislature on the subject of education. He attributed the great changes which had taken place, tending to the establishment of a complete Provincial system of education, for the benefit of all classes, the poor as well as the rich, to the transference of power to the people in 1841, when our constitution became more assimilated to that of Great Britain, and dwelt upon the vast importance of popular education under our free institutions. He then took up the question of taxation and expenditure for school purposes in the town, and shewed that the balance of advantages were on the side of the Free School system. After some allusion to the New England States, the speaker proceeded to a series of remarks, shewing the intimate connection between education and enterprise-that an educated community was always an enterprising one-he illustrated his subject by references to the Electric Telegraph, Railroads, Manufacturies, Banking and kindred associations, bringing these to bear on the condition of Perth-the speaker insisting that we had the materials, the men physically, for greater things, what was wanting was that energy, that resolution, that will which a more general and deeper attention to the cultivation of the mind must bring about. Music intervened, and Mr. McDonnell proceeded to a comparison between the state of public opinion in Perth 11 years ago and the present, when he saw a great change. He took up a number of the objections he had heard against the Free School system, and replied thereto. He was an advocate of popular education-of free schools-he was in favour of placing education within the reach of every man's child-and the present school house was being erected for that purpose—where the child of the

poor man, as well as the child of the rich man, could enter with his A B C, and come out a good classical and mathematical scholar, free of charge. He was opposed to class distinctions—he did not believe in any aristocracy but that of intellect, and the poor man's children had as good, and frequently a better, title to that than the rich man's—for the former had to battle their ewn way through the world, which called forth their energy of character, and taught them self-reliance, while the opposite was too frequently the case with the latter.

[This was, we believe, the last speech ever uttered by Mr. McDonnell. He was soon afterwards unfortunately killed by a fall from his buggy. Mr. McDonnell was always a warm friend to education in his County. A petition has lately been presented to the Board of Trustees, to permit the erection in the Perth school house of a tablet to Mr. McDonnell's memory.]

The Third Annual Educational Meeting for the Township of Whitby, will be held in the Town Hall at Brooklin, on Friday, the first day of October next, at 11 o'clock, A. M. In regard to this meeting the Editor of the Freeman remarks:—For the encouragement of the youngarrangements were made for a public "gathering" of the several schools in the Township, annually, for two years past. These have been well attended. The children formed in procession; had music and speeches. The effect produced was good. It stirred up a spirit of emulation, and gave parents a new idea of the importance of competing in the education of their children to keep up at least with others. We think it would add to the interest of the scene, were two, three, or more of those who suppose themselves the best schools, to arrange and form a class on one or more subjects, to be examined by a Committee or by the Superintendent in presence of the audience. Prizes might be given as an inducement—perhaps the honour would be sufficient. This would show which school or scholars were best.

Renfrew Grantmar School.—The half-yearly examination of this Institution took place last month in presence of the resident Trustees, several of the Clergy, and a considerable number of other friends, both male and female. The attendance of pupils was greater on this occasion than on any previous one—there being no less than 88 names upon the roll. The examination was thorough in every branch of education taught in the Seminary. It was delightful to witness the keen interest taken by the pupils in the business of the day—the almost invariable readiness with which the questions were answered; and the evident manifestations of progress on the part of the scholars, and of successful zeal on the part of Mr. Wilson, the Teacher.

Whitby Grammar School.—The annual examination of the pupils attending the Whitby Grammar School, was held at the Institution in this village, on Thursday and Friday the 22nd and 23rd ult. We were very much pleased with the proficiency which the scholars have attained under the able superintendence of Mr. James Hodgson. The first thing that attracted our notice on entering the school, was a great number of well executed maps, which were exhibited to view on the walls of the school room. After the examination of the maps and writing books had been finished, the master began the examination of the several classes in Spelling, Reading, Engish Grammar, and Latin and Greek exercises and translations, and Natural Philosophy and Agricultural Chemistry, the several classes of which acquitted themselves most honourably. The first day's exercises were brought to a close by a very rigid examination of a class of young ladies in English Grammar. The exercises of the afternoon were agreeably diversified by the pupils singing, accompanied as they were by a young lady on the piano, whose sweet notes added much to the enjoyment of those present .- Ontario Reporter.

# BRITISH AND FOREIGN.

# MONTHLY SUMMARY.

A Saracenic or Moorish building has just reached its full height on the east side of Leicester-square, and is beginning to excite attention. It is designed for an institution for science and art, under the title of Panopticon, and is intended to illustrate a wide range of practical useful. ness. The council of the Panopticon desire to promote the application of science to the useful arts; to instruct, by courses of lectures to be demonstrated by instruments, apparatus, and other appliances, in the various departments of science and literature; to exhibit select specimens of work in the fine and mechanical arts, manufactures and handicrafts; to display the productions of nature and art, both British and Foreign; to illustrate history, science and literature, by pictorial views and representations, accompanied by music; and generally to extend and facilitate a greater love and knowledge of the arts and sciences on the part of the public .... Dr. Thomson, Professor of Chemistry in the University of Glasgow, died at Kilmun on the 2nd inst. Dr. Thomson was one of the most celebrated chemists of the age, and his investigations and discoveries contributed in

no small degree to enlarge and illustrate the science of which he was long so distinguished an ornament....Arrangements have been made for the establishment of a new College for the education of Clergymen for Westmoreland, Cumberland, and North Lancashire. The Bishop of Carlisle has become the patron, the Bishop of Chester has accepted the office of visitor, and the Rev. J. A. Addison, M.A., of St. John's College, Cambridge, and Incumbent of Birthwate, near Kendal, has been appointed Warden....The Attorney General's Solicitor has lately visited William of Wykeham's foundation, St. Mary's College, Winchester, with a view to the better administration of the noble endowments....The Government have formally authorised St. David's College, Lampeter, to confer degrees in Divinity. ... It may not be generally known that our Sovereign has, at Windsor, a Sabbath and a day class of children, belonging to the domestics, to which she unremittingly attends when the Court is held there .... A provincial French paper gives a list of the Professors of the University who have been dismissed, or who have resigned, since the coup d'état of the 2nd of December, in consequence of having refused to take the oath of allegiance. Those belonging to the College de France are MM. Michelet, Quinet, Mickiewitz, Barthelmy St. Hilaire; of the Sorbonne, MM. Jules Simon, Cousin, and Villemain, have been placed on the retired list, at their own request, to avoid taking the oath; MM. Pouillet and Cauchy; of the Ecole Normale, MM. J. Simon, Vacherot, and Magy; of the School of Medicine, Doctor Chomel; of the different Colleges of Paris, MM. Bouteville, Clemencet, Senval, Catalan, Jacques. Deschanel had been removed previous to the coup d'etat, and M. Despois resigned after that event .... Wong Fun, a young Chinaman, from Hong Kong, has carried off the first prize in the junior division of the botanical class, under Professor Balfour, at the Edinburgh University....Since November last there have been coined at the Mint 3,500,000 sovereigns and half-sovereigns.....The Duke of Wellington died at Walmer Castle on the 14th inst. Lord Mahon is his literary executor.

Wesleyan Normal School, Westminster.—This Institution occupies an acre and three quarters of land in the very heart of Westminster, where land is expensive, but, at the same time, where a population is afforded of all the most in need of such instruction as the schools connected with the Normal Institution are intended to bestow, and the fittest to test and train the capabilities of the student-teachers, who are placed in the Institution to learn the art of calling forth, from the midst of impediments, and ignorance, and sin, the capabilities of an immortal spirit. The school department of the Institution comprises five schools, an infant, a junior, a senior, an industrial (girls') school, and a mixed or model village school, with twelve class-rooms, affording altogether the means of instruction for 2,333 children, and with ample and well-fitted play-grounds. The collegiate department contains accommodation for lodging, boarding, and training 100 students-including, of course, lecture-hall and library, as well as the dining-room, kitchen, dormitories, (one for each student,) &c., &c. In addition, the Institution includes committee-room, Principal's house, two masters' houses, gate-keeper's lodge, and lofty and substantial walls inclosing the whole, and effectually shutting out the degrading associations of the wretched district in which the Institution is situated. This noble Institution is the largest, the most substantial, and the most complete and beautiful building in Methodism. And its influence for good upon universal Methodism directly, and indirectly, upon this empire and the whole world, must be beyond calculation. It is at once a fruit and a seed; a fruit demonstrative of blessed influences and agencies in times past; a seed of immense and world-wide benefits in time to come. To Westminster directly, and through Westminster to London, and through London to the world, its mere school establishment will furnish the impulse of a moral sanitory movement, which will do more than anything else could do, towards the healthy ventilation of the sloughs of society, and the reclama. tion of the outcast masses of our race. It was a strong but a true saying of Mr. Wade's, that this mere school establishment alone, placed in the centre and core of the bad heart of Westminster, was worth the whole £40,000 that the Normal Institution had cost; but, after all, this is the least and lowest service which the Institution will perform,-[Watchman.

## UNITED STATES.

MONTHLY SUMMARY.

The first prize for English composition, in the present sophomore class in Yale College, has been awarded to Ynug Wing, a native Chinese. ... Professor Augustus W. Smith, LL. D., has been elected President of the Wesleyan University, at Middleton, Ct., to fill the vacancy occasioned by the death of Dr. Olin.... The N. Y. City Board of Education have given notice that the evening schools for the free education of apprentices and others, will be re-opened this month, and will continue in session fourteen weeks. There were nineteen of these schools in operation last season, attended by 4,812 pupils under sixteen years of age; 2,748 between sixteen and twenty-one; and 1,226 over twenty-one. The number of teachers

was 55 in the male department; 81 in the female department, and 5 in the school for coloured children. The aggregate expense was \$12,606 36. The Board are prohibited by law from expending more than \$15,000 per annum for evening schools. Of the total number of females who attended last season, 148 were domestics, 58 book-folders, 84 dress-makers, 70 tailoresses; and of the male, 204 were clerks, 139 errand and office-boys, 133 carpenters, 128 printers, 105 machinists, 97 masons, 75 blacksmiths, 63 paper-hangers, and 63 shoe-makers. These do not, however, comprise the whole list of the avocations, for we find among them persons engaged in almost every occupation. The total registered attendance is 8,276; and the average 3,035 .... The seventh annual convention of the N. Y. State Teachers' Association, was held at Elmira, last month. About 400 were in attendance. N. P. Stanton, of Buffalo, presided, and made an opening address. Mr. Newman, of Buffalo, read a report on union and central high schools. A report written by Miss Elizabeth Howard, on the education of Hayti, was read by Mr. Coburn, of Oswego. Mr. Anthony, of Albany, lectured on "law and its institutions." Rev. Mr. Chapman, from New Jersey, made a communication in regard to education in that State. Mr. M'Callum, of Toronto, gave some account of the schools in Canada. Rev. Dr. Murdock, of the first Presbyterian Church, Elmira, delivered a lecture on the "Necessities which the invention of Railroads and the Telegraph create for the Education of the Masses." Professor Upson, of Hamilton College, gave an extremely interesting lecture, abounding with wit and humour. The subject was the "English Language in America." A lecture from Prof. Spencer, of Utica, on the "Connection between Thought and Language," occasionally expressed dissent from the views of Professor Upson. The next meeting was fixed at Rochester, first Tuesday in Aug., 1853.

Association for the Advancement of Education.—Newark, N. J., August 10.—The American Association for the Advancement of Education, met at Newark, N. J., the 10th ult., Bishop Potter, of Pennsylvania, presiding. The annual address was delivered by Bishop Potter. His subject was the condition of education in our country; and he said that a work on its advancement would be as valuable a contribution to the literature of the present day as was Bacon's work on the advancement of knowledge to science in his day. One great object was to enlarge the sphere of education, to carry it where it was not enjoyed, and to improve the instruction already imparted. There is a large mass in all our large cities too low to be reached by our ordinary systems, and who must be reached by the individual efforts of an enlarged philanthropy. There is a large class also who are partially educated, but withdrawn too soon from school, and launched upon the active world without parental guides. To such, evening schools and volunteer associations for mental improvement have been found of great benefit. He spoke of the want of a work on the true philosophy of education, and said that the subject might be reviewed from two stand points-divine and human. He alluded to the use of the rod, as justified by God, who punishes the mind and body, by disease, &c. Emulation is a vulgar instrument to which vulgar minds hasten, and was to be guarded against. The principle of Miss Edgeworth, never to exact submission from a child, till his consent was gained, was rationalism with a vengeance. It was sacrificing his own prospects and peace of the family to a remorseless will. Let us not be wiser than God: in his school, we have constant demands upon our faith and submission to bereavements. The imagination also has its office in teaching. After all, said the speaker, we rely too much on teaching, and too little on training. The following resolutions were passed:-

Resolved. That the standing committee be instructed to take such measures as they may deem most effectual and proper, to obtain from the Congress of the United States the appropriation of the future instalments of the surplus revenue for the benefit of the common schools of all the States.

Resolved, That this Association hear with pleasure of the establishment, in this country, of female schools of design, or schools of ornamental art, as they are sometimes called, beholding in them one of the legitimate fruits of general rudimentary education, and looking upon them as important instruments in opening up proper fields for the exercise of female industry and talent, and as laying the foundation of intelligent independence in the industrial pursuits of the country.

Resolved. That educational journals are among the most efficient auxiliaries in the advancement of popular education, and deserve the cordial support of teachers, and the liberal patronage of the community.

Mr. Chase, of New Jersey, read a paper on "School Discipline." He said:—"There was a class who thought the rod was all powerful, like the one we read of in the good book, and considered the marks on the back more indicative of intellectual advancement, and improvement, than any bumps on the head. Others, on the contrary, would not have it used at all, and would call in the civil power. Both methods are only valuable as judiciously used. We have not thought proper to place our teachers in the position of one who stood calling for Hercules, but rather to let all power centre in himself, and depend on his own judgment. The teacher fails in discipline, because the parents excuse children from duty. This was very

wrong. If the parents sent a child to school, unfit for school duty, they were to blame; but while it was able, no excuse should pass the school house threshold. In this, sometimes the teacher was to blame. There were also two sorts wanted-those who had no bodies and those who had no souls. The teacher ought not allow himself to be interfered with, or dictated to, any more than a physician. The teacher should be a selfgoverned man, and the embodiment of the school. He was the head which governed it, was always giving out impressions which were reflected in the pupils. Was respect necessary, self-government would receive it, for "he who governs his own spirit, is greater than he who taketh a city." The scholars would immediately perceive the cause, if he were swayed by passion. The executor of the law must himself be law-abiding. He should know when to think himself, and when to make his pupils think, and not to treat them as if his school was one soul and so many bodies. A knowledge of human nature was required." Some debate was then had upon the proper modes of school discipline. Dr. Hare, of Philadelphia, urged that the practice of threatening children should be avoided, and contended that the true method of governing them was to awaken their consciences to a just sense of duty. Mr. Greenleaf, of Brooklyn, enforced the importance of system and punctuality, and argued that the surest means of keeping good order in a school, was to make the studies interesting to the pupils, by showing the value of knowledge to them in after life. In regard to educating males and females together, he thought it might do very well in the family circle, or at the primary schools, but he should certainly deem it objectionable in academies. Mr. Ira Mayhew, of Michigan, concurred with Mr. Greenleaf. The secretary presented a report from the standing committee, announcing the appointment of the following committees, to report at the next annual meeting, viz :- On School Libraries-E.R. Potter, D. Read, Ira Patchin. On Normal Schools-Henry Barnard, S. Galloway, T. Rainey. On Uniformity in the Items and Forms of Reports by State and Local Superintendents-Hon. S. S. Randall. On Modes in which the Association can best Promote the Interests of Education in Common or Public Schools-Hon. E. C. Benedict. On the Philosophy of Education-Prof. J. Henry. On the Relative Value of Mathematics and Languages as Gymnastics of the Mind-Professor W. H. Allen. On Free Lecture Education-Dr. B. Sears, J. Johonnotts, J. McCormick. On Grades of Schools-D. Washburn, of Philadelphia; J. P. Wickersham, of Pennsylvania; Prof. Foster, of Union College; S. Chase, of Newark. A letter was read from Mr. O. B. Pierce, of Rome, N. Y., chairman of a committee appointed to report on "The Relation of Ignorance to Crime," stating that "the mere statistics of the report, independent of the deductions made by the committee therefrom, place beyond doubt or cavil, that education, at any cost, is the cheapest and only sure specific against the disease of the body public." After the various resolutions were passed, the Association adjourned sine die. The next annual meeting will be held in Pittsburgh, on the second Tuesday of August, 1853.

# Literary and Scientific Entelligence.

# MONTHLY SUMMARY.

Macaulay has finished two more volumes of his History of England, and will publish them this winter .... The Dublin Evening Mail of Monday week says, that Lord Derby has given authority for the translation and publication of the whole of the famous Brehon Laws; and that the task has been intrusted to Dr. Todd, and Dr. Graves....Mr. Lennie, the Grammarian, and author of many other works bearing his name, died on the 20th ultimo, at the advanced age of 73.... The Queen has permitted the finest specimens of Sevres porcelain to be removed from Buckingham Palace to the Museum at Mariborough House, for the use of the students in the department of practical art. The collection is reported to be the finest in Europe .... An interesting relic of antiquity has recently been brought to light at the mansion of Mr. G. H. Vernon, Grove Hall, near Retford. It is a map of the county of Nottingham, in needle-work, on a large scale, worked in 1632. Some idea of its magnitude may be formed when we state that it occupies a space of nine square yards. It is the workmanship of Mrs. Mary Eyre, wife of Mr. Anthony Eyre, of Laughtonen-le-Morthen, and also of Kiveton Park .... A most valuable work, it is said, has just been issued at Stockholm, Sweden. It is "Sketches of a Tour in the United States, by P. A. Siljestrom;" and is entirely devoted to an examination of the school system in that country. M. Siljestrom was sent out by the Swedish Government to make enquiries on this weighty point, and an octavo of nearly 500 pages is the result, abounding in information of the most valuable kind, and far surpassing any other European book on the subject....Mr. Tremenheere, has just published a book in England, which is reprinted at Boston, entitled, "Notes on Public Subjects," in which he devotes a large space to the state of education in the United States and Canada. The reference to education in Canada is

an extended one. He quotes freely from the Chief Superintendent's Annual Reports....The Royal Academy of History of Madrid is about to undertake a work of the greatest utility for the national history. It is the publication of the principal laws, statutes, and municipal privileges (fueros) of the provinces and the large towns of Spain. In order to collect these documents, the Academy has appointed a commission composed of 20 historians and others, who will examine the local archives for this purpose. M. Pascual Gayangos, who is already celebrated for his researches on the ancient history of Spain under the Moors, is the President of this commission....It cost Lord Lyttleton twenty years to write the Life and History of Henry II.; the historian Gibbon was twelve years in completing his Decline and Fall of the Roman Empire; and Adam Smith occupied ten years in producing his Wealth of Nations....The French Government has resolved to send a new scientific mission into the interior of South America; and instructions as to the investigations and observations in natural history, botany, astronomy, geology, meteorology, &c., which it may be desirable to make, have been demanded from the Academy of Sciences. The mission is specially to occupy itself with the provinces of Brazil, Paraguay, and Bahia....Let us mention that we have found the children of the Sovereign, at nine in the morning, at the Museum of Practical Art; and, on another oceasion, at the same hour, amidst the Elgin marbles; not the only wise hint to the mothers of England and Canada to be found in the highest place ..... A letter from Vienna of the 17th, says :-Several European powers have accepted the proposition of the English Government to convoke a congress at London, in order to come to an agreement respecting the regulating of the coin. France, Denmark, Sweden, Spain, and Portugal, have been specially nominated. The invitations have been ulteriorly addressed to the states of Germany. The congress will not commence its deliberations till November next; meanwhile a statistical bureau will be established for the purpose of making the necessary preparations....Great preparations are being made for the Industrial Exhibition of 1853, to be held at Dublin. The opening of the Exhibition has been fixed for the first week of May, and circulars have been addressed to every exhibitor whose name appears on the official catalogue of the Exhibition of last year; also, to the chief magistrate of every city, town, and burgh, throughout the United Kingdom, asking their co-operation..... There was a rule in an old debating society which might be advantageously recommended to some of our public bodies-" That any gentleman wishing to speak the whole evening should have a room to himself."... The Manchester Free Library, which has been established at a cost of £12,000, raised by public subscription, was opened on the 2nd of September. Lord Shaftesbury, Mr. Charles Dickens, Sir E. Bulwer Lytton, and other eminent men were present. The proceedings were of a highly interesting character.....The local committee at Belfast has been actively making preparations for the accommodation and entertainment of the British Association in that town. Various excursions have been arranged during the meeting. On Thursday, the day after the meeting, a steam-boat excursion is projected to the Giant's Causeway.

Pensions to Literature and Science .- A report has been issued this week of pensions on the Civil List granted from June, 1851, to June, 1852. The following are in consideration of services in literature or science:-To Mrs. Jameson, £100 for her literary merits; To Mr. James Silk Buckingham, £200 for literary merits and useful travels in various countries; Mr. Robert Torrens, F.R.S., £200 for his valuable contributions to the science of political philosophy; to Professor John Wilson of the University of Edinburgh (Christopher North of "Blackwood") £300 for his eminent literary merits; to Mrs. Reid, the widow of Dr. James Reid Professor of Ecclesiastical and Civil History in the University of Glasgow, £50, and £50 to his family, in consideration of Dr. Reid's valuable contributions to literature; to Mrs. Macarthur, widow of Dr. Alexander Macarthur, Superintendent of Model Schools and Inspector of Irish National Schools, £50; to Mr. John Britton, £75. We learn, also, that to Mr. Hinds, the Astronomer, a pension has been granted of £200; to Dr. Mantell, the Geologist, £100; and to Mr. Ronalds, of the Kew Observatory, £75.—Literary Gazetter:

Schools of Design .- From a return which just has been printed, it appears that, in the five metropolitan schools there are 16 professors, masters, and assistant masters. The highest salary is £300 with a portion of fees; the lowest, £32 with a portion of fees. The head master, who receives £300 a-year, is engaged 224 hours per week; and the assistant master with £32 a-year and fees, is engaged only five hours in the week In the provincial schools there are 41 masters, and the salaries vary from £25 to £300. One is engaged 40 hours in the week, and all the masters receive portions of the fees, and their hours of attendance vary in number.

Fate of Books .- In a work published in 1822, it is said there are 1000 books published per annum in Great Britain, on 600 of which there is a commercial loss, on 200 no gain, on 100 a triffing gain, and only on 100 any considerable profit: 750 are forgotten within the year, another 100 in two years, other 100 in three years, not more than 50 survive seven years, and scarcely 10 are thought of after twenty years. Of the 50,000 books published in the seventeenth century, not 50 are now in estimation. And of the 80,000 published in the eighteenth century, not more than 300 are considered worth reprinting, and not more than 500 are sought after in 1822. Since the first writings, 1400 before Christ, i. s., in thirty-two centuries, only about 500 works of writers of all nations have sustained themselves against the devouring influence of time.

# Bditorial and Official Notices, &c.

NOTICE TO CANDIDATES FOR SCHOOL TEACHING.

The new Normal School Buildings will be completed during the month of October. The exercises of the Winter Session of the Normal School (which will commence on the 15th November and close the 15th April,) will take place in the new buildings, where every facility will be provided for the improvement of the studentteachers in training. Any information as to the terms of admission to the Normal School, and form of application, can be obtained by addressing the Chief Superintendent of Schools, Education Office,

# BOOK SELLER AND AGENT, HAMILTON.

THE Subscriber, thankful for past favours, begs to call the attention of his numerous friends, and of the public generally, to his

NEW ESTABLISHMENT, KING STREET WEST.

Where he keeps constantly on hand a good supply of SCHOOL BOOKS and STATIONARY. As usual, the RULING and BINDING department of his business receives his special supervision. He has now added a

NEWSPAPER AGENCY DEPARTMENT, And will be happy to order periodicals from any part of the United States or Canada on reasonable terms, and with the utmost despetts. S. HEWSON.

Hamilton, 4th October, 1852.

October of this year.

We would direct attention to the foregoing advertisement of Mr. Hzw-son, who is the resident Agent at Hamilton for the Journal of Education.

JUST PUBLISHED and for Sale at the Depository in connection with the Education Office, Toronto. Terms, cash. Physical Training in Schools in a series of Gymnastic Exercises, illustrated by upwards of 100 engrayings of the different posi-tions of the Gymnast, with an introductory (illustrated) sketch of the Athletic Games of Antiquity. 8vo. pamphlet, pp. 32. Common School Teacher's Register, large folio, 5 sheets, designed for one year..... ..... 0 Ditto ditto ditto ditta ditto ditto O The Lord's Prayer, in one large sheet,
The Ten Commandments, in one large sheet,
The Ten Commandments, or Lord's Prayer, in one large sheet, 6 0 Per annum.... ..... 0 5 0 N. B.—Any of the foregoing can be sent by post at a penny per oz. The Stock of Maps, Charts, Prints, Diagrams, Illustrations, Apparatus, &c., is now very complete. See the Descriptive Catalogue published in the Journal of Education for January, April, September, and

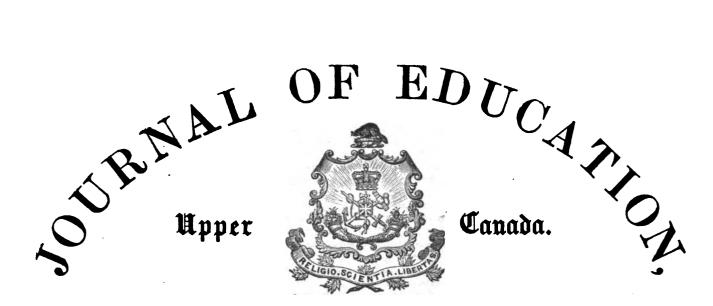
CHOOL WANTED .- A Male Teacher who is attending the Normal School, desires a situation at the close of present session (15th October). Respectable references can be given. Salary expected about £80. Address, J. W. P., Normal School, Toronto.

TEACHER WANTED for U. S. Section, Nos. 1 Belmont and T Dummer. A person holding a Third Class Certificate will do. Apply to Jehiel Breakenridge, Norwood P. O.

TORONTO: Printed and Published by THOMAS HUGH BENTLEY. TERMS: For a single copy, 5s. per annum; not less than 8 copies, 4s. 4½d. each, on \$7 for the 8; not less than 1s copies, 4s. 2d. each, or \$10 for the 12; 20 copies and upwards, 3s, 9d. each. Back Vois. neatly stitched supplied on the same terms. All subscriptions to commence with the January number, and payment in advance must in all cases accompany the order. Single numbers, 7½d. each.

cases accompany the order. Single Bullion, J. George Hodeine,

Education Office, Teresto.



VOL. V.

TORONTO, UPPER CANADA, OCTOBER, 1852.

N°. 10.

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# QUESTION OF RELIGIOUS INSTRUCTION, IN CONNECTION WITH THE SYSTEM OF PUBLIC INSTRUCTION IN UPPER CANADA.

(From the Annual Report of the Chief Superintendent for 1851.)

The question of religious instruction has been a topic of voluminous and earnest discussion among statesmen and educationists in both Europe and America-has agitated more than one country on the continent of Europe-has hitherto deprived England of a national system of education, permitting to it nothing but a series of petty expedients in varying forms of government grants to certain religious denominations, while the great mass of the lab suring population is unreached by a ray of intellectual light, and is " perishing for lack of knowledge" amidst the din of sectarian war about "religious education," and under the very shadows of the cathedral and the chapel. If I have not made this question a prominent topic of remark in my annual reports, it is not because I have undervalued or overlooked its importance. In my first and preliminary report on a system of Public Elementary Instruction for Upper Canada, I devoted thirty pages to the discussion of this subject (pp. 22-52,) and adduced the experience and practice of most educating countries in Europe and America respecting it. In preparing the draft of the school law, I sought to place it where it had been placed by the authority of Government and by the consent of all parties in Ireland—as a matter of regulation by a National Board, regulations\* have been prepared and duly sanctioned, and placed in and with the guards which all have considered essential. These

\*These Regulations are as follows:—
CONSTITUTION AND GOVERNMENT OF SCHOOLS IN
RESPECT TO RELIGIOUS AND MORAL
INSTRUCTION

As Christianity is the basis of our whole system of elementary education, that principle should pervade it throughout. Where it cannot be carried out in mixed schools to the satisfaction of both Roman Catholics and Protestauts, the law provides for the establishment of separate schools. And the Common School Act, fourteenth section, securing individual rights as well as recognizing Christianity, provides, "that in any model or common school established under this Act, no child shall be required to read or study in or from any religious book, or to join in any exercise of devotion or religion, which shall be objected to by his or her parents or guardians: Provided always, that within this limitation, pupils shall be allowed to receive such religious instruction as their parents or guardians shall desire, according to the general regulations which shall be provided according to law."

In the section of the Act thus quoted, the principle of religious instruction in the schools is recognized, the restriction within which it is to be given is stated, and the exclusive right of each parent and guardian on the subject is secured, without any interposition from trustees, superintendents, or the Government itself.

or the Government itself.

The common school being a day, and not a boarding school, rules arising from domestic relations and duties are not required; and as the pupils are under the care of their parents and guardians on Sabbaths, no regulations are called for in respect to their attendance at public worship.

In regard to the nature and extent of the daily religious exercises of the school, and the special religious instruction given to pupils, the Council of Public Instruction for Upper Canada makes the following regulations and recommendations:—

The public religious exercises of each School shall be a matter of mutual voluntary arrangement between the trustees and teacher; and it shall be a matter of mutual voluntary arrangement between the teacher and the parent or guardian of each pupil, as to whether he shall hear such pupil recite from the Scriptures, or Catechism, or other summary of religious doctrine and duty of the persuasion of such parent or guardian. Such recitations, however, are not to interfere with the regular exercises of the achoel.

school.

2. But the principles of religion and morality should be inculcated upon all the pupils of the school. What the Commissioners of National Education in Ireland state as existing in schools under their charge, should characterize the instruction given in each school in Upper Canada. The Commissioners state that "in the National Schools the importance of religion is constantly impressed upon the minds of children, through the works calculated to promote good principles and fill the heart with love for religion, but which are so compiled as not to clash with the doctrines of any particular class of Christians." In each school the teacher should exert his best endeavours, both by example and precept, to impress upon the minds of all children and youth committed to his care and instruction, the principles of piety, justice and a sacred regard to truth, love to their country, humanity and universal benevolence, sobriety, industry frugality, chastity, moderation and temperance, and those other virtues which are the ornament of society and on which a free constitution of government is founded; and it is the duty of each teacher to endeavour to lead his pupils, as their ages and capacities will admit, into a clear understanding of the tendency of the above mentioned virtues, in order to preserve and perfect the blessings of law and liberty, as well as to promote their future happiness, and also to point out to them the evil tendency of the opposite vices.—

General Forms and Regulations, &c., Chapter IV., Section 5. See Annual School Report for 1850, pp. 257, 258.

the hands of all school authorities; nor have I failed from time to time to press their importance upon all parties concerned. It is, however, worthy of remark that in no instances have those parties who have thought proper to assail the school system, and myself personally, on the question of religious instruction, quoted a line from what I have professedly written on the subject, or from the regulations, which I have recommended, while such parties have more than once pretended to give my views by quoting passages which were not at all written in reference to this question, and which contained no exposition of my views on it.

As some prominence has been given to this question during the year by individual writers, and some vague statements and notions put forth, I will offer a few remarks on it in concluding this report.

1. My first remark is, that the system of common school instruction should, like the legislature which has established, and the government that administers, it, be non-sectarian and national. It should be considered in a provincial, rather than in a denominational point of view-in reference to its bearing upon the condition and interests of the country at large, and not upon those of particular religious persuasions as distinct from public interests, or upon the interests of one religious persuasion more than those of another. And thus may be observed the difference between a mere sectarian and a patriot-between one who considers the institutions and legislation and government of his country in a sectarian spirit, and another who regards them in a patriotic spirit. The one places his sect above his country, and supports or opposes every public law or measure of government, just as it may or may not promote the interests of his own sect irrespective of the public interests and in rivalship with those of other sects, the other views the well being of his country as the great end to be proposed and pursued, and the sects as among the instrumentalities tributary to that end. Some indeed have gone to the extreme of viewing all religious persuasions as evils to be dreaded; and as far as possible proscribed, but an enlightened and patriotic spirit rather views them as holding and propagating in common and great principles of virtue and morality, which forms the basis of the safety and happiness of society; and therefore as distinct agencies more or less promotive of its interests -their very rivalships tending to stimulate greater activity, and therefore, as a whole, more beneficial than injurious. I think a national system of public instruction should be in harmony with this national spirit.

2. I remark again, that a system of public instruction should be in harmony with the views and feelings of the great body of the people, especially of the better educated classes. I believe the number of persons in Upper Canada who would theoretically or practically exclude Christianity in all its forms as an essential element in the education of the country, is exceedingly small, and that more than nine-tenths of the people regard religious instruction as an essential and vital part of the education of their offspring .-On this, as well as on higher grounds, I lay it down as a fundamental principle that religious instruction must form a part of the education of the youth of our country, and that that religious instruction must be given by the several religious persuasions to their youth respectively. There would be no Christianity among us were it not for the religious persuasions, since they, collectively, constitute the Christianity of the country, and, separately, the several agencies by which Christian doctrines and worship and morals are maintained and diffused throughout the length and breadth of the land. If in the much that certain writers have said about and against "sectarian teaching," and against "sectarian bias" in the education of youth, it is meant to proscribe or ignore the religious teaching of youth by sects or religious persuasions; then is it the theory, if not the design of such writers to preclude religious truth altogether from the minds of the youth of the land, and thus prepare the way for raising up a nation of infidels! But if on the other hand, it be insisted, as it has been by some, that as each religious persuason is the proper religious instructor of its own youth, therefore each religious persuasion should have its own elementary schools, and thus denominational common schools should supersede our present public common schools, and the school fund be appropriated to the denominations instead of to the municipalities: I remark that this theory is equally fallacious with the former, and is fraught with consequences no less fatal to the interests of univerasl education than is the former theory of the interests of all Christianity. The history of modern Europe is general, and of England in particular, teaches us that when the elementary schools were in the hands of the Church, and the State performed no other office in regard to schools than that of tax-assessor and tax-gatherer to the Church, the mass of the people were deplorably ignorant, and, therefore deplorably enslaved. In Upper Canada, the establishment and support of denominational schools to meet the circumstances of each religious persuasion fould not only cost the people more than fivefold what they have now to pay for school purposes, but would leave the youth of minor religious persuasions, and a large portion of the poorer youth of the country, without any means of education upon terms within the pecuniary resources of their parents, unless as paupers, or at the expense of their religious faith.

3. But the establishment of denominational common schools for the purpose of denominational religious instruction itself is inexpedient. The common schools are not boarding, but day schools. The children attending them reside with their own parents, and are within the charge of their own pastors; and therefore the oversight and duties of the parents and pastors of children attending the common schools are not in the least suspended or interfered with. The children attending such schools can be with the teacher only from 9 o'clock in the morning until 4 o'clock in the afternoon of five or six days in the week, while during his morning and night of each week-day and the whole of Sunday, they are with their parents or pastors; and the mornings, and evenings, and Sabbath of each week, are the very portions of time which convenience and usage and ecclesiastical laws prescribe for religious studies and instruction-portions of time during which pupils are not and cannot be with the teacher, but are and must be under the oversight of their parents or pastors. And the constitution or order of discipline of each religious persuasion enjoins upon its pastors and members to teach the summary of religious faith and practice required to be taught to the children of the members of each such persuasion. 1 might here adduce what is enjoined on this subject by the Roman Catholic, and the several Protestant Churches; but as an example of what is required, in some form or other, by the laws or rules of every religious persuasion, I will quote the 59th canon of the Church of England,-which is as follows :-

"Every Parson, Vicar or Curate, upon every Sunday and Holyday, before Evening Prayer, shall, for half an hour or more, examine and instruct the youth and ignorant persons in his parish, in the Ten Commandments, the Articles of the Belief, and the Lord's Prayer; and shall diligently hear, instruct, and teach them the Catechism set forth in the Book of Common Prayer, and all fathers, mothers, masters, and mistresses, shall cause their children, servants, and apprentices, which have not learned the catechism, to come to the church at the time appointed, obediently to hear, and to be ordered by the Minister, until they have learned the same. And if any Minister neglect his duty herein, let him be sharply reproved upon the first complaint, and true notice thereof given to the Bishop or Ordinary of the place. If, after submitting himself, he shall willingly offend therein again, let him be suspended; if so the third time, there being little hope that he will be therein reformed, then excommunicated, and so remain until he will be reformed. And, likewise, if any of the said fathers, mothers, masters, or mistresses, children, servants, or apprentices, shall neglect their duties, of the one sort of not causing them to come, and the other in refusing to learn, as aforesaid let them be suspended by their Ordinaries, (if they be not children) and if they so persist by the space of a month, then let them be excommunicated."

To require, therefore, the teacher in any common day school to teach the catechism of any religious persuasion, is not only a work of supererogation, but a direct interference with the disciplinary order of each religious persuasion; and instead of providing by law for the extension of religious instruction and the promotion of Christian morality, it is providing by law for the neglect of pastoral and parental duty, by transferring to the common school teacher the duties which their church enjoins upon them, and thus sanctioning immoralities in pastors and parents,—which must, in a high degreee, be injurious to the interests of public morals no less than to the interests of children and of the common schools. Instead of providing by law for denominational day schools for the teaching of denominational catechisms in school, it would seem more suitable to enforce by law the performance of the acknowledg-



ed disciplinary duties of pastors and members of religious persuasions by not permitting their children to enter the public schools until their parents and pastors had taught them the catechism of their own church. The theory, therefore of denominational day schools is as inexpedient on religious grounds as it is on the grounds of economy and educational extension. The demand to make the teacher do the canonical work of the clergyman is as impolitic as it is selfish. Economy as well as patriotism requires that the schools established for all should be open to all upon equal terms and upon principles common to all-leaving to each religious persuasion the performance of its own recognized and appropriate duties in teaching its own catechism to its own children. Surely it is not the province of government to usurp the functions of the religious persuasions of the country; but it should recognize their existence, and therefore not provide for denominational teaching to the pupils in the day schools, any more than it should provide such pupils with daily food and raiment, or weekly preaching or places of worship. As the state recognizes the existence of parents and the performance of parental duties by not providing children with what should be provided by their parents-namely, clothing and food; -so should it recognize the existence of the religious persuasions and the performance of their duties by not providing for the teaching in the schools of that which each religious persuasion declares should be taught by its own ministers and the parents of its children.

4. But, it may be asked, ought not religious instruction to be given in day schools, and ought not government to require this in every school? I answer, what may or ought to be done in regard to religious instruction, and what the government ought to require, are two different things. Who doubts that public worship should be attended and family duties performed? But does it therefore follow that government is to compel attendance upon the one, or the performance of the other? If our government were a despotism, and if there were no law or no liberty, civil or religious, but the absolute will of the Sovereign, then government would, of course compel such religious and other instruction as it pleased,as is the case under despotisms in Europe. But as our government is a constitutional and a popular government, it is to compel no farther in matters of religious instruction than it is itself the expression of the mind of the country, and than it is organized by law to do. Therefore, in the "General Regulations on the Constitution and Government of Schools respecting religious intruction," (quoted in a note on a preceding page) it is made the duty of every teacher to inculcate those principles and duties of piety and virtue which form the basis of morality and order in a state, while parents and school teachers and school managers are left free to provide for and give such further religious instruction as they shall desire and deem expedient. If with us, as in despotic countries, the people were nothing politically or civily but slaves and machines, commanded and moved by the will of one man, and all the local school authorities were appointed by him, then the schools might be the religious teachers of his will; but with us the people in each municipality share as largely in the management of the schools as they do in making the school law itself. They erect the school-houses; they employ the teachers; they provide the greater part of the means for the support of the schools; they are the parties immediately concerned—the parents and pastors of the children taught in the schools. Who then are to be the judges of the nature and extent of the religious instruction to be given to the pupils in the schoolsthese parents and pastors, or the Executive Government, counselled and administered by means of heads of departments, who are changed from time to time at the pleasure of the popular mind, and who are not understood to be invested with any religious authority over the children of their constituents?

5. Then if the question be viewed as one of fact, instead of theory, what is the conclusion forced upon us? Are those countries in Europe in which denominational day schools alone are established and permitted by government, the most enlightened, the most virtuous, the most free, the most prosperous, of all the countries of Europe or America? Nay, the very reverse is the fact. And it were not difficult to show that those denominational schools in England which were endowed in former ages, have often been the seats of oppressions, vices, and practices, that would not be tolerated in the most imperfect of the common schools of Upper Canada. And when our common schools were formerly, in regard to government control, chiefly under the management of one de-

domination, were the teachers and schools more elevated in their religious and moral character, than at the present time? Is not the reverse notoriously the case? And if enquiry be made into the actual amount of religious instruction given in what are professedly denominational schools, whether male and female, (and I have made the enquiry,) it will be found to consist of prayers not more frequently than in the common schools, and of reciting a portion of catechism each week-a thing which is done in many of the common schools, although the ritual of each denomination requires catechetical instruction to be given elsewhere and by other parties. So obviously unnecessary on religious grounds are separate denominational schools, that two school-houses which were built under the auspices of the Church of England for parish schools of that church—the one at Cobourg, by the congregation of the Archdencon of York, and the other in connection with Trinity Church, Toronto East-have, after fair trial, been converted for the time being into common school houses, under the direction of the Public Boards of School Trustees in Toronto and Cobourg.

6. I am persuaded that the religious interests of youth will be much more effectually cared for and advanced, by insisting that each religious persuasion shall fulfill its acknowledged rules and obligations for the religious instruction of its own youth, then by any attempt to convert for that purpose the common day schools into denominational ones, and thus legislate for the neglect of duty on the part of pastors and parents of the different persuasions. The common day school and its teacher ought not to be burdened with duties which belong to the pastor, the parent, and the church. The education of the youth of the country consists not merely of what is taught in the day school, but also of what is taught at home by the parents and in the church by the pastor. And if the religious part of the education of youth is, in any instances, neglected or defective, the blame rests with the pastors and parents concerned, who, by such neglect, have violated their own religious canons or rules, as well as the express commands of the Holy Scriptures. In all such cases, pastors and parents are the responsible, as well as guilty parties, and not the teacher of the common school, nor the common school system.

7. But in respect to colleges and other high seminaries of learning, the case is different. Such institutions cannot be established within an hour's walk of every man's door. Youth, in order to attend them, must as a general rule, leave their homes, and be taken from daily oversight and instructions of their parents and pastors. During this period of their education, the duties of parental and pastoral care and instruction must be suspended, or provision must be made for it in connection with such institutions. Youth attending colleges and collegiate seminaries are at an age when they are most exposed to temptation—must need the best counsels in religion and morals-are pursuing studies which most involve the principles of human action, and the duties and relations of common life. At such a period and under such circumstances, youth need the exercise of all that is tender and vigilent in parental affection, and all that is instructive and wise in pastoral oversight; yet they are far removed from both their pastor and parent. Hence what is supplied by the parent and pastor at home, ought as far as possible, to be provided in connection with each college abroad. And, therefore, the same reason that condemns the establishment of public denominational day schools, justifies the establishment of denominational colleges, in connection with which the duties of the parent and pastor can be best discharged.

Public aid is given to denominational colleges, not for denomination-purposes, (which is the special object of denominational day schools,) but for the advancement of science and literature alone, because such colleges are the most economical, efficient and available agencies for teaching the higher branches of education in the country: the aid being given, not to theological seminaries, nor for the support of theological professors, but exclusively towards the support of teachers of science and literature. Nor is such aid given to a denominational college until after a large outlay has been made by its projectors in the procuring of premises, erecting or procuring and furnishing buildings, and the employment of professors and teachers—evincive of the intelligence, disposition and enterprise of a large section of the community to establish and sustain such an institution.

It is not, however, my intention to discuss the question of recognizing and aiding denominational colleges in a system of public

instruction. My object in the foregoing remarks is to show that the objections against the establishment of denominational day schools, do not form any objection to granting aid to denominational colleges as institutions of science and literature, and open to all classes of youth who may be desirous of attending them.

The more carefully the question of religious instruction in connection with our system of common schools is examined, the more clearly, I think, it will appear that it has been left where it properly belongs—with the local school municipalities, parents and managers of schools—the government protecting the right of each parent and child, but beyond this and beyond the principles and duties of morality common to all classes, neither compelling, not prohibiting—recognizing the duties of pastors and parents, as well as of school trustees and teachers, and considering the united labours of all as constituting the system of education for the youth of the country.

## SHORT MEMOIRS OF EMINENT MEN.

## No. 3.

# JOSEPH ADDISON.

Joseph Addison, the son of Launcelot Addison, D. D., was born on the 11th of May, 1672, at Milston, a village in Wiltshire. His father, then rector of that place, and afterwards prebendary of Sarum, dean of Litchfield, and archdeacon of Coventry, was a man of great natural abilities, and author of several works, which evince that his literary attainments were of no ordinary character. The subject of his memoir received the first rudiments of education at the place of his nativity, under the tuition of Mr. Naish, a clergyman, but was soon removed to Salisbury, and from thence to the Charter-house. At fifteen he was entered at Queen's College, Oxford, where he applied very closely to the study of classical learning, in which he made a surprising proficiency.

In the year 1687, Dr. Lancaster, dean of Magdalen College, having, by chance, seen a Latin poem, of Addison's, was so pleased with it that he immediately got him elected into that college, where he took the degrees of Bachelor and Master of Arts. His Latin pieces, in the course of a few years, were exceedingly admired in both the universities, nor were they less esteemed abroad, particularly by Boileau, the celebrated French author, who was first led to think highly of the English genius for poetry by their perusal. He published nothing in English before the twenty-second year of his age, when there appeared a copy of verses written by him to Dryden, which met with great approphation from the heet indees

met with great approbation from the best judges. At the Charter-house school he first formed that intimacy with Sir Richard Steele, which their joint literary labours afterwards so effectually recorded. Addison was strongly pressed, when at the university, to enter into holy orders, and had once resolved upon doing so; but his great modesty, his natural diffidence, and an uncommonly delicate sense of the importance of the sacred office, joined to the advice of his friend, Mr. Montague, the Chancellor of Exchequer, made him afterwards alter his resolution. Having expressed to one of his patrons, Sir John Somers, a great inclination to travel, that gentleman, by his interest, procured him a pension from government of three hundred pounds a-year to defray his expenses. He accordingly made a tour to Italy in the year 1699. and two years after wrote a poetical epistle from that country to the Earl of Halifax. In 1702 he was about to return to England, when he received an appointment to attend. Prince Eugene, then in command of the Imperial troops in Italy; but the death of William the Third happening soon after, put an end to this affair, as well as to his pension, and he remained a considerable time unemployed. During this period, however, Addison was not idle, but sedulously applied himself to the cultivation of his mind, until at length an unexpected incident gave him an opportunity of displaying his talents to advantage. Lord Godolphin, happening to complain to Lord Halifax that the Duke of Marlborough's victory at Blenheim had never been celebrated in verse in the manner it deserved, asked that nobleman if he could name a person capable of doing justice to the subject. Lord Halifax replied that he did know of such a person, but refused to mention him, "Because," he added, "I have long seen, with indignation, men of no merit maintained in luxury at the public expense, while those of real worth and modesty are

suffered to languish in want and obscurity."

To this the Lord Treasurer answered that he was sorry there should be occasion for such a remark; but that he would do his best to wipe off such reproaches for the future; and, on his pledging his honour that whoever his lordship named as adequate to the task should be suitably recompensed, Lord Halifax mentioned Addison.

The proposal was, by direction of the Treasurer, made to our author by Mr. Boyle, in so polite and flattering a manner, that he readily accepted it. Lord Godolphin having seen the first part of the work before the whole was finished, was so pleased with it, that he appointed him Commissioner of Appeals.

The ensuing year he accompanied Lord Halifax into Holland, and in 1706 was made private secretary to the Secretary of State, in which office he acquitted himself ably.

About this time, there being a great taste for Italian operas, he wrote the opera of "Rosamond," wishing to try the effect that a composition of this with English words would have upon the stage; but, probably owing to the badness of the music to which it was adapted, this undertaking did not succeed.

On the 1st of March, 1711, the first number of the "Spectator" made its appearance. Of the the extraordinary popularity of this celebrated periodical, the fact that more than twenty-thousand copies were often sold in one day, would alone bear sufficient testimony.

But, although his literary fame was raised very high by the publication of the "Tatler" and "Spectator," the former of which works is supposed to have been commenced by his friend Steele whilst he was in Ireland, without his knowledge; yet it was not until the appearance of "Cato" that his reputation reached its greatest height. The celebrated tragedy was planned by the author when he was very young, and principally written abroad. For a long time he had no intention of bringing it forward on the stage, but at length, yielding to the earnest and frequently repeated solicitations of his friends, it was exhibited at the theatre, with a prologue written by Pope. It met with uncommon success, being played thirty-five nights without interruption, and then discontinued only on account of the illness of one of the principal actors.— "Cato" was no less admired on the Continent, having been translated into French, Italian, and German. It was acted at Leghorn, and several other places, with immense applause; and the Jesuits of St. Omer made a Latin version of it, which was got up with great magnificence, and acted by the students of the college.

Before the arrival of George the First, Addison was made Secretary of the Regency, and was required by his office to send notice to that monarch of the death of Queen Anne, and the vacancy of the throne of England. He was so long in performing this, thinking that such a subject required so much consideration as to the best manner of expressing it, and was so perplexed with the choice of terms, that the lords, who could not be thus kept waiting, called a man of the name of Southwell, a clerk in the house, and desired him to depatch the message. Southwell readily wrote what was necessary, in the common-place style of business, and boasted that he had performed what was too difficult for Addison. A striking instance of absurd and overweening self-conceit is here afforded us; and it may also be remarked how much more frequently this defect is found in ignorant and inferior minds than those who are justly distinguished above the common herd for wisdom and learning.

In 1716 Addison married the widow of the Earl of Warwick, whom he had long courted. It seldom happens that unequal marriages are productive of happiness to either party; and this was exemplified in the case of Addison and his wife. He first became acquainted with her from being tutor to her son; and the lady always remembered her own rank, and treated her husband with very little consideration.

The year after this ill-sorted union Addison rose to his highest elevation, being made Secretary of State, but appears to have proved himself unequal to the duties of his situation. Having no powers of oratory, he could not speak in the House of Commons; and in the office he could not issue an order without losing his time, and causing inconvenient delay, by waiting to express it in fine and elaborate language. Finding, by experience, his utter inability for public business, he solicited his dismission, which was granted, with a pension of £1500 a year.

In this retirement, although suffering from declining health, he

applied himself with diligence to the completion of a work entitled "Evidences of the Christian Religion;" and intended to have made an English paraphrase of some of the Psalms. But his complaints, asthma and dropsy, increased, and he was forced, reluctantly, to abandon his designs. He died on the 17th of June, 1719, at Holland-house, in the forty-eight year of his age.

Pope relates, that, during his last illness, he sent for the poet Gray, who had not visited him for some time before. Addison told him that he had injured him, but that, if he recovered, he would make full amends. What the injury was he did not explain, nor did Gray himself ever know. It is supposed, however, that some piece of preferment intended for Gray was withheld in consequence of Addison's interference. Another death-bed interview, of a more solemn nature is also recorded. It should first be mentioned that his son-in-law, Lord Warwick, was a very wild young man, of libertine and irregular habits, and possessing no fixed principles. He, notwithstanding, entertained sentiments of considerable respect for Addison, who had used great exertions to reclaim him; but his good advice and kind admonitions had no effect upon the young man. Determined to try once more, Addison, when he found that he had but a short time longer to live, sent for Lord Warwick. who lost no time in hastening to his bed-side, and much affected, desired to hear his last wishes and injunctions.

"I have sent for you," said Addison, "that you may see how a Christian can die."

It would be interesting to know what effect this awful scene had upon the dissolute young earl; we may hope that it led him to serious thought and sincere repentance, but of this we have no account. It is certain that, if he proposed reformation and a change of conduct, no time was allowed him to put his good resolutions in practice, for very shortly after the death of his father-in-in law he himself died.

It has been observed by several of Addison's biographers, that he employed wit on the side of virtue and religion. His writings did much towards improving the depraved manners, and checking the vicious habits, prevalent in his day, and mingled instruction with amusement in a striking degree.

He had the distinguished merit of being the first author who sought to reform and improve the age in which he lived, by boldly censuring its vices, and exposing its follies, yet in so clever and agreeable a manner, as to render his writings eagerly perused by all classes.

Dr. Johnson says, in his Life of this great man, "Before the 'Tatler' and 'Spectator,' if the writers for the theatre are expected, England had no masters for common life. We had many books to teach us our more important duties, and to settle opinions in Philosophy or Politics, but an Arbiter Elegantarium, a judge of propriety, was yet wanting, who should survey the track of daily conversation, and free it from thorns and prickles, which tease the passer, though they do not wound him."

"For this purpose," he adds, "nothing is so proper as the frequent publication of short papers, which we read not as study but amusement. If the subject be slight, the treatise is short. The busy may find time, and the idle may find patience to read them."

One of his contemporaries relates an anecdote of him, which may amuse our readers. Addison was very intimate with Mr. Temple Stanyan, author of a history of Greece. In the familiar conversation which the two friends frequently had together, they were accustomed to dispute each other's opinions, without reserve. It once happened that Addison lent Mr. Stansan five hundred After this, Stanyan, instead of conversing with the same frankness, and canvassing his friend's opinions with the same freedom as formerly, became constrained, deferential, and timid in his manner. This change gave Addison great uneasiness. Matters had continued thus some time, when, one day, in discoursing together, a subject was introduced on which Stanyan had been used strenuously to oppose his friend's opinion; but now, even upon this point, he gave way to what Addison advanced, without attempting to dispute what he said, or interposing his own view of the case. This annoyed and hurt Addison so much, that he exclaimed, "Either contradict me, or pay me the money!"

There is much in the character of Addison that merits our admiration. Among his many good qualities may be mentioned a high sense of honour, and unimpeachable integrity, although tempting bribes were frequently offered him by those who wished to secure his assistance and with the Court.

The following letter affords so pleasing an illustration of his feeling upon one of these occasions, that we will conclude his short memoir by quoting it. It relates to the case of a Major Dunbar, whom he had sought to serve when in Ireland by his interest with Lord Sutherland, and from whom he had previously refused to accept, first, a three hundred pound bank note, and a diamond ring of the same value.

"Sir,—I find there is a very strong opposition formed against you, but I shall wait on my lord-lieutenant this morning, and lay your case before him as advantageously as I can, if he is not engaged with other company. I am afraid what you say of his Grace does not portend you any good. And now, sir, believe me, when I assure you, that I never did, nor ever will, on any pretence whatsoever, take more than the stated and customary feer of my office. I might keep the contrary practice concealed from the world, were I capable of it, but I could not from myself; and I hope I shall always feel the reproaches of my own heart more than those of all mankind. In the mean time, if I can serve a gentleman of merit, and such a character as you bear in the world, the satisfaction I meet with on such an occasion is always a sufficient, and the only, reward to,

"Sir, your most obedient humble servant,

"J. Addison."

# Miscellaneous.

## THE NEW SCHOOL-HOUSE.—DEDICATION ODE

Father of Wisdom, bless the dome
That liberal hands have made
So beautiful, for those who seek
Instruction's fostering aid;
And grant them here such wealth to gain,
From learning's priceless lore,
As fits the mind, e'en here below,
On angel wings to soar.

In groups they come; the earnest boy,
Fast by his sister's side;
And tottering on, with wondering joy,
The nursery's youngest pride;
From hall and cot they freely come,
A glad and studious band,
The hope of many a parent's heart
The jewels of our land.

Father of Mercies, bless the band
That here, in youthful bloom,
Shall lamb-like by their teachers stand,
When we are in our tomb;
And may they, through their spirit's aid,
That holy knowledge prize
Which wins the soul a glorious home
When this frail body dies.

American Messenger.

# BROCK'S MONUMENT.

The Brock Monument Committee having advertised for a series of designs for a new Monument to the "Hero of Upper Canada" and his brave companions, Mr. Wm. Thomas, of this city, proved to be the successful competitor. The column is to be of the Roman composite order of architecture, wth its pedestal rising on a subbasement; with a Cippus and statue of the Hero, to the height of 185 feet. The column is fluted; 95 feet high and 10 feet diameter. It rests on a square pedestal, the die of which is 16 feet square; to be enriched with bas reliefs of the principal events in the campaign of the General. The blocking course will be ornamented by lion's heads, linked together by festoons, with wreathed openings to give light to the interior. This again will rest upon a square sub-basement, 36 feet 9 inches square and 27 feet above the level of the earth's surface, enclosing a gallery round the inner pedestal 120 feet in extent; under the floor of which, in suitable vaults, are to be deposited the remains of the gallant Brock, and those of his brave Aide-de-Camp, Col. Macdonell. 'The gallery or corridor is to be lighted by wreathed openings, and will form an agreeable promenade for visitors. On the angle of the sub-basement are placed lions rampant, supporting shields, with the armorial bearings of the Brock family. The base of the column is enriched with Laurel leaves and surmounted with Palm leaves. The capital of the column, 12 feet high, has a winged figure of Victory on each face, 10 feet 6 inches high, with extended arms, sustaining military

shields as volutes, having on their outward angles, helmets with lion's heads; the capital being somewhat after the example of the column at Albano, near Rome. It is proposed to form spaces in the angles of the abacus, to allow of persons going out to view the scenery; so as not to disfigure the beauty of the capital by iron railings. From the top of the capital, a round cippus, 6 feet 6 inches in diameter and 9 feet in height, made of cast iron galvanized, with wreathed openings forming a chamber 6 feet in diameter, seats round, and four circular openings, to view the magnificent scenery which surround the Heights of Queenston. The cippus is to support a statue of the hero himself, 16 feet in height. From the base to the openings of the capital, runs all the way a staircase of stone, of 250 steps, which will be lighted by loop holes in the centre of the flutings.

The whole of the works are to be erected in Queenston stone; but it may probably be found necessary to adopt other stone for the bas reliefs. The door at the south side of the square sub-basement, is to be 7 feet high by 3 feet 6 inches wide, and will give immediate access to the staircase, through the gallery or waiting room. The enclosure will form an area of 77 feet square, having at the angles military trophies, in carved stone, 20 feet high. A fosse will be formed round the inside of the wall of enclosure, as a fence or protection. We shall close our observations by giving a comparative statement of the height of some of the principal monuments of the kind.

EN'I	IKE HE	IGHT.
name.	ft.	in.
Pompey's Pillar	. 90	0
Trojan's Pillar		0
Antonine Column		0
Napoleon's Column, at Paris.	. 132	0
Nelson's Column, at Dublin	. 134	0
York Column, at London	137	9
Nelson Column, at Yarmouth	140	0
Melville Column, at Edinburgh		7
Napoleon Column, at Paris, (July)	156	10
Alexander's Column, at St. Petersburgh		9
Proposed Brock's Monument	185	Ŏ
Nelson's Monument, at London		
London Monument		0

It will thus be seen that there will be but two Columns of the like kind, in ancient or modern architecture, that will exceed in height, the proposed monument, to be erected on Queenston Heights, to the "glorious and immortal memory" of the gallant Brock.—Patriot.

# THE DUKE OF WELLINGTON.

The illustrious man, whose death has been this week recorded, has so long been identified with the the history, not of England only, but of the world, that few fail to feel a near interest in one whose influence was universally pervasive. While the public journals are filled with the records of his military and political life, we confine ourselves to a brief notice of his literary distinction, which is apt to be thrown into the shade by the brilliancy of his active services in the field or the senate. Some great soldiers have been also able writers, but few have professedly narrated their own exploits. Cæsar did this, nor could any one in all the ages since have succeeded so well in a personal narrative as Wellington. Whether he has left any memoir of parts of his own life, in the papers committed to Lord Mahon, as literary executor, we are not aware; but the clear, terse, vigorous style of the 'Despatches' satisfy us that he might have written a history equal in literary excellence to 'Cesar's Commentaries.' Even in the haste of his epistolary writing, there is a forcible brevity and point, which would have doubly told in a formal and carefully prepared history. As it is, the literary merit of the 'Wellington Despatches' is high. The very first of his letters given by Colonel Gurwood has often been cited as characteristic of the man, as it is also of his style. But open the volumes at any page, and passages as striking will be found. There is never any difficulty in knowing what Wellington means. He says in the plainest and fewest words possible what he thinks, or feels, or desires at the time. Never carried away by enthusiasm, never striving after effect, his language is always an expression of his clear intellect and strong will. Sometimes there are marks of deep feeling, and at others of playful humour, but the staple of his written works denotes clear, sensible, and vigorous thought. The same straightforward utterance appears in his speeches, although the difficulty of his delivery oftener led him into contusion, error, and repetition, than when sitting pen in hand. But how characteristic of the whole spirit and way of the man is this one sentence concerning popular clamour, speken in the House of Peers in May, 1843:—"For myself, I can only say that I have been for a great number of years in the habit of treating such criticisms and such assaults with the smallest possible attention; and I shall continue to do my duty to my sovereign, or elswhere, and continue to treat the language referred to with as little attention as heretofore."

To any part of the long and eventful life of Wellington we need not refer, as everything recorded concerning him is being published so widely by the daily press, but the manner of his removal we cannot help alluding to, for an historical contrast which it suggests. When Samuel Johnson was selecting instances of "The Vanity of Human Wishes," the end of the great captain of a former age occurred to him, and he coupled with it that of one not less famous in the public annals of the time,—

"From Marlborough's eyes the tears of dotage flow, And Swift expires a driveller and a show."

Wellington knew no dotage. Bright and clear in intellect, though growing feeble in bodily power, he was to the last, if we reckon ripeness of wisdom along with honesty of purpose and vigour of action, what Talleyrand called him long ago, "the most capable man in England." The other great "man of the time," Sir Robert Peel, also was removed before age had dimmed his faculties or destroyed his usefulness. Future historians, in speaking of the death of Wellington and of Peel, will note the contrast between the fulness of their earthly honour and the vanity of human wishes in the end of Marlborough and of Swift.

We have been watching in what way the press of France would refer to the death of Wellington. One sentence from the 'Siècle' will suffice to indicate the general tone of reserve with which the event is spoken of:—"Le nom de Lord Wellington se rattache aux plus douloureux souvenirs de notre histoire contemporains; général ou négociateur, cet homme célèbre fut l'ennemi le plus acharné de notre patrie. Ce fait affirait à lui seul pour nous imposer la plus grande réserve." We must remember that the most generous and honourable of the literary men of France are now in exile, and that the press is under the censorship of the flatterers of Louis Napoleon.—[London Literary Gazette, Sept. 18]. There is, how ever, one honorable exception which we give below.

# GUIZOT ON WELLINGTON AND NAPOLEON.

The following article from the Assemblic Nationale has been generally attributed, says the Albion to the pen of M. Guizot:—

Great men disappear, and every day witness the fall of the last illustrious personages who have been on the stage since the commencement of the present century. By the death of the Duke of Wellington, M. de Metternich is the sole survivor of the political celebrities who remodelled the map of Europe at the Congress of Vienna. We have already spoken of the Duke of Wellington, and have retraced the principal circumstances of his glorious career. If we now return to this subject, it is to protest against the bad taste of some journals, which, in order to flatter the cause which now triumphs, draw comparisons between the Duke of Wellington and Napoleon Bonaparte. We know nothing more odious than the judgments passed on illustrious contemporaries from the point of view of a narrow and unjust patriotism. This low rhetoric is of a nature to degrade us in the eyes of foreigners who read our journals, and who take them for the expression of public opinion. Every great nation, we know is animated with a national spirit, which has its inevitable prejudices.

France and England will never agree on the manner of judging Napoleon and the Duke of Wellington. Is it, therefore, impossible, by rising above those passions of circumstance, to arrive at the truth with regard to these two illustrious rivals? The year 1769 witnessed several glorious births, but certainly there was nothing more remarkable in that year than the simultaneous appearance on the stage of the world of the two men who were to meet at Waterloo. It appears that Providence proposed to balance one by the other; to oppose to a great genius one of a quite contrary character, and to bring in contact qualities and gifts of the most dissimilar kind. The principal characteristics of the genius of Napoleon, were a prodigious and insatiable imagination, aspiring to the impossible, the most vast and inflexible faculties, but also a singular nobility of ideas and impressions. A solid judgment, a

cool reason, a wonderful justness of perception both on the field of battle and in the cabinet, the most penetrating good sense, amounting to a power which became genius, perseverance which nething could tire or turn aside, and the most unshakeable firmness in great dangers—such are some of the points which give the Duke of Wellington such a prominent figure in the history of the 19th century.

It was at a giant's pace that Napoleon ran through a career which was to lead him for a moment to the head of human things. By the rapidity of his assent he dazzled the world, and every thing with him took the character of a magic improvisation. His rival on the contrary, rose with patient and modest slowness by courageous reflection. He never drew back, however; he always went forward, and his glory followed a progression which escaped all reverses. To speak warmly of the imagination of men, to fascinate them, to excite their enthusiasm, and to labour by every means to inspire them with an admiration, mingled with a little terror, was the constant study of Napoleon, who was far from disdaining artifice to effect his purpose. The Duke of Wellington never thought but of speaking to the reason; he was never seen to do any thing in a theatrical manner. Duty was the only rule which he admitted, and which he imposed on others. He had a horror of charlatanism and falsehood. He never sought to excite his soldiers, but sometimes he reminded them that they had to shed their blood because it was their duty.

No astonishment will therefore be felt at the difference in the eloquence and the atyle of the two generals. In the proclamations of Napoleon, particularly in those of the campaigns of Italy, is to be found a powerful orator, who, in the manner of the ancients, engraved great images in the minds of those to whom he addressed himself. The orders of the day, the dispatches, and the reports of the Duke of Wellington were written with a cold and austere simplicity. No scope is given to effect—every thing is positive and true.

The Emperor Napoleon and the Duke of Wellington were not only great captains, they have also been called on to play great political parts. History will perhaps decide that in Bonaparte the organizer was equal to the conqueror. It must not, however, be forgotten that the possession and the use of sovereign power smoothed down many obstacles. With deepotism great things are often easy.

It was in a free country that during 37 years, from 1815 to 1852, the Duke of Wellington enjoyed an unequalled influence and authority. Placed by his birth, and more particularly by his glory, at the head of the English aristocracy, he belonged, truly speaking, to no party. It may be said that, in the bosom of the constitutional liberty of his country, the Duke of Wellington exercised a kind of moral dictatorship. The assistance which he was able to give or to withhold from the Government was immense. Although naturally conservative by his principles and the nature of his genius, the Duke of Wellington did not, however, hesitate to propose to the Crown and to Parliament the emancipation of the Catholics. In his eyes that reform was politic, just and necessary. But his opinion was very different with regard to Parliamentary reform, which appeared to him to change the political constitution of Old England, and to threaten her with serious dangers. Was he mistaken? The future alone can decide. We only now witness the first consequences of Parliamentary reform, and 20 years have scarcely passed since the Duke of Wellington opposed it in the House of Lords. We must wait for a longer trial, remarking, however, that the simptoms already seen are far from impeaching the foresight of that illustrious statesman.

If at any future period England should find herself exposed to any great danger, either at home or abroad, her ideas would certainly revert to the man who for sixty years served and defended her. She will appreciate still more that wise, firm and sober genius, who never allowed himself to be intimidated or to be excited, and whose moderation was rewarded by such a splendid destiny. The end and fall of the Emperor Napoleon are the last point of contrast which we pointed out at the outset. The Emperor fell, the scaffolding crumbled away, and he who raised it with heroic temerity, only survived his irreparable shipwreck for a few years in exile. His fortunate rival, after a day by which the face of Europe was changed, saw open before him another career, which procured for him a new glory between peace and liberty, and which

has only just finished in the midst of the unanimous regret and the gratitude of a great country. Is not such a lesson a striking proof of the final ascendancy of reason and of good sense over all the boldness and the flights of imagination and of genius? The contrast of these two destinies, and these two great historical figures, has appeared to us too instructive not to be rapidly sketched, and, in drawing the comparison, we have set passion aside and have only sought for truth.

## THE PERIOD OF A CHILD'S EDUCATION.

Various opinions prevail as to the most proper time to commence the education of children—some claiming that it should be begun much earlier than is usual, while others maintain that it is already entered upon at two early an age. Experience, in discussing this subject, is met by experience, and observation by observation, and the question—When shall the education of the child commence?—remains unsettled, in the minds of many earnest inquirers.

It is generally admitted, that the earliest impressions are the most enduring—this being so, then it would seem to be a fair deduction—that as soon as the child is susceptible of comprehending impressions made upon the mind by words and by observation, should his systematic training and education be begun. The capacity of children like that of adults, differs, and so of necessity will the most suitable time to begin educating, be earlier or later, according to the ability to understand and know.

The arts of reading, and spelling are not generally, easily acquired. Yet there are examples where boys and girls read and spell well at the age of four and five years; and it has been remarked by a teacher of great observation, that if a child who has attained the age of six years, cannot read easy lessons fluently, the difficulty of doing so increases with increasing years. It is very disheartening to a child who has attained the age of seven or eight, to be still unable to read easy lessons with fluency. He feels keenly the odium that seems quietly to distil upon him who is denominated a bad reader—it is worse than being a bad speller. Early inferiority when one is fully conscious of it, is almost sure to prevent future progress—because it begets a hatred for books and literary society.

Education then, as we have often urged, should be commenced in the home circle, and the mother should be the first teacher—for education of some sort is sure to be given and received by the child while at home, whether it be systematic or accidental-such as surrounding circumstances are calculated to impart. Every child should be taught to read the letters of alphabet at home. This should not be required of a public teacher except under the most extraordinary circumstances. No one is so well adapted to do this as the mother, in our favoured country—and not only should she teach the child its letters, but she should also teach it how to put them together so as to form words, and after that to put the words together so as to form sentences, which constitutes the first steps in learning the art of reading. An old English teacher remarked many years since, that he always found those boys to be the best readers that had been taught by their mothers. Further, he remarked that boys thus instructed seldom had vulgar tonesbnt generally have read with unusual ease and elegance. This teacher says :

"Let then, the child be taught to read as soon as the infant faculties begin to exhibit symptomns of improvable expansion; his attention active in the extreme, must fix on a variety of objects, though by no means the only one. Let no long confinement, and no severity of reprimand or correction attend the lesson. A little will be learned at the earliest age, and with the easiest discipline. That little will infallibly lead to further improvement; and the boy will soon, and with little pains to himself, or others, learn to read; an acquisition considered in his difficulty and in its consequences, truly great.

He, on the other hand, who is retarded, by the theoretical wisdom of his friends, till he is seven or eight years of age, has this burdensome task to begin, when habits of idleness have been contracted, and when he ought to be laying the foundation of classical knowledge.

Let mothers consider whether they can really employ themselves better than in the work of early teaching and training their little ones—a delightful employment indeed.—Rural New Yorker.

# THE CLAIMS OF UNIVERSAL EDUCATION.

It is not uncommon for those who have never reflected upon the subject to consider it unjust, under any circumstances, to tax the property of one man to educate the children of another. Such are ever ready to inquire, Of what interest is it to me whether the children of others are educated or not? True, the whole subject has been thoroughly discussed, and its bearings clearly shown again and again; yet there are still found, in almost every community, some whose minds remain unenlightened. To such it is the efore necessary to present anew the considerations which have led thousands of others (who once thought as they now do,) to believe that a liberal provision for free education is the cheapest and best insurance which can be effected upon property and the surest guarantee for the safety of property, reputation and life. Among these are the following:

The statistics of crime informs us that nine-tenths of all the criminals confined in jails and penitentiaries are deplorably ignorant, as well in regard to science and knowledge in general, as in respect to morals and religion. Had they been properly educated in child-hood and youth, instead of preying upon its best interests, they might have contributed to the improvement of society, or honoured its highest stations.

If proper inquiry be made, a large proportion of the paupers sustained at public expense, will be found to belong to the ignorant class, and to have been brought to their present condition by their want of the intelligence necessary to enable any one to manage business for himself. A good common school education would have saved them from becoming burdens upon society, and enabled them, beside maintaing themselves respectably, to bear their share of those burdens which are unavoidable by human foresight or sagacity.

Could the statistics of intemperance be fully ascertained, it would be round that the great majority of those who have ruined themselves and beggared their families by intemperate drinking, have, by the neglect of the culture of their minds, been rendered unable to enjoy any other than sensual pleasures. Does not every observing person know that those who frequent the grog-shop are not generally the intelligent.

It can be shown that more than one half the sickness in our country is the result of ignorance, of a want of that acquaintance with the laws of health which might easily be obtained, and that, consequently more than one half of the expense occasioned by illness, and the loss of time, labour, etc., attendant upon it, might be saved if the whole community were properly educated.

It is well known that a large proportion of the litigation in this country arises from the inability (or the indisposition occasioned by a want of facility in doing it properly) to keep a proper record of business transactions. Let every young person be made familiar with arithmetic and the elements of book-keeping, and taught to keep an accurate account of his dealings with others, and one-half or two-thirds of all the petty law-suits which are constantly disturbing the peace of neighborhoods would never occur.

It can be demonstrated that those who are respectably educated can earn for themselves, or others, from twenty-five to fifty or one hundred per cent. more than those without education; and that, too, in employments were physical labor and manual skill are mainly concerned; to say nothing of other occupations, where mental culture and a profound acquaintance with science are required. Every thinking man knows that it is far cheaper to hire a man who is intelligent, than to employ an ignorant, stupid one, who needs an overseer to prevent him from slighting his work or destroying the material on which he operates. It costs no more to board a good workman than a bad one.

It can be proved by the best of testimony that without that intelligence and virtue which is the aim of the friends of universal education to secure, so far as human agency is concerned, to every youth in the land, a Constitutional government and our free institutions can not be perpetuated.

It can be shown with equal clearness, that without general intelligence, piety can not be expected to prevail; since, without it, religion is ever in danger of degenerating into superstition or

The facts establishing these conclusions may not be familiar to all, but they have been frequently presented in the reports of school officers and those in charge of alms houses, prisons, and other

public institutions; and both the truths and the facts which sustain them are familiar, to all who have sought for such information, as household words.—Ohio Journal of Education.

# THE ECONOMY OF PUBLIC SCHOOLS IN CANADA.

From two interesting addresses recently delivered by Dr. Hope, of Belleville, on the occasion of certain school examinations, (reported in another part of this number,) we relect the following valuable statistics, compiled with great care and labour, illustrative of the great comparative cheapness of a symmetrical and efficient system of free public schools, primary and high schools, over private or other schools; -also the vast superiority of an educational to a military or civil system of police for cities and towns :-- Dr. Hope remarked that in Belleville, "the number of pupils in attendance since the commencement of the year was 1017, and the average daily attendance very encouraging indeed; one-fourth of the pupils attending the schools were studying the following branches of education: Natural Philosophy, Mathematics, Animal and Vegetable Physiology, Book-keeping, &c., which would cost at a private school 15s per quarter; say 200 at 15s. would be £150; 600 studying the usual branches at a common school at 10s. per Qr. would be £1200,-total, £1350. He said to educate the same number in the same branches of education, in our comfortable school houses, costs the town £486 18s. exclusive of the Legislative school grant of £90 12s. which could not be obtained by private schools. He said, although the above was an exact estimate of the amount which the town had to pay towards the support of education, that in consequence of the rapid increase of pupils since the opening of the new school houses, it would be necessary to engage an assistant teacher in each school, which would probably make the amount above stated £586 18s .- showing a difference in favour of free schools of £763 2s., or we might say as 33s. 9d. is to 12s. 2d. He considered that these facts went far to show the advantage in every point of view of the free system over the old. Dr. Hope also gave a very interesting sketch of the working of our common schools, as well as the different amounts of money which had been granted by the government for the support of education, which was listened to with great attention. He stated that many persons complained of being taxed for the support of education, but he would remind those who thus complained, that if they did not pay for the support of education they would soon have to be taxed in snother way less agreeable to their feelings; for he contended and was prepared to prove his statements, that where the people refused to support education, they would have to pay more for the support of criminal justice, for it was universally admitted that where ignorance abounds, there crime as a necessary consequence will prevail to an alarming extent, and as an illustration of the power of education as a preventive against crime, he gave the following interesting statistics, which are taken from the Journal of the Statistical Society published in London, and though they are somewhat startling, their accuracy may be relied upon. He said, taking all the counties of England and Wales from 1836 to 1847, a period of 11 years, more than half of those counties fail to furnish a single accusation against any person whose education went beyond reading and writing.

The annual average accusation in all the counties was	25,412
Do. of persons convicted educated beyond reading and writing.	106
Proportion of accusation to the male population, total 1 in	370
Do. do. of males educated beyond reading and writing, 1 in	77,227
Proportion of accusation to the female population, 1 in	1,680
Do. do. of females educated beyond reading and writing, 1 in	2,034,718
22 Counties comprising a population of 11,183,718 which fur-	
nished of convicts educated beyond reading and writing	45

nished of coavicts educated beyond reading and writing ... 30 counties comprising a population of 7,628,039 furnished

of convicts educated beyond reading and writing...... 0

To the honour of the female sex, the number accused of crime is very small indeed, especially of the educated, only 1 in 2,034,733.

He thought these facts were most conclusive, as to the benefits that education confer on the community at large in a civil point of view, and if there was no other argument than this, that education is a powerful preventive against crime, it should therefore, be well supported. It is a duty we owe to our children, as well as to the state, to see that the rising generation receive a good education, when we are aware that it confers so many blessings on our children. Some present must have often felt the disadvantages they

experience in conducting their business, from the want of education; this being the case, it is their duty to see that these disadvantages were not entailed on their children. There are two kinds of education, the one generally implies a knowledge of our own language, as well as an acquaintance with the higher branches of education, the other is acquired by experience; while he admitted the advantage of experience, yet be thought that this experience was rendered much more useful when engrafted on a good education. He fully concurred with an eminent educationist in the United States, that money spent in the support of education, was like the vapour which rises from the earth, which soon returns to enrich it.

# CANADIAN RESOURCES AND PROGRESS.

Extract from the Annual Address of the President of the Agricultural Association of Upper Canada, (T. STRBET, Esq. M.P.P.) delivered at the recent Provincial Exhibition at Toronto.

We have many blessings for which to be thankful to the Gracious Giver of all good. Our lot has been cast in a land inferior to none, in all natural advantages—its soil is fertile—its waters are abundant and pure—its climate is favourable to the health of man—to the sustenance of all the lesser animals—and to the growth and ripening of all the various vegetable productions, which the necessities of man and beast demand. It has been frequently remarked, and I believe it is now freely admitted, by those best qualified to judge, that the splendid peninsula which lies between the Lakes Huron, Erie, and Ontario—as regards its forests—soil—climate and water—is not surpassed on the continent of America—and it rests chiefly with ourselves, by a unity of purpose and action—by well timed efforts and proper exertions, rightly directed, to place it in a situation to rank as one of the finest agricultural portions of the world.

The land in which it is our good fortune to live, abounds in the richest mines of iron, copper, and lead, and although we have not, to any extent as yet discovered the gold of California and Australia, or the silver of Mexico and Peru, deeply imbedded in the bowels of the earth—it ought to be a source of the highest congratulation, that many of our industrious farmers have found abundance of these precious metals, in the laudable and profitable pursuit of stirring the fruitful soil of their own farms.

We have an inexhaustible supply of lime sandstone—of free stone and granite—of gypsum and water lime or hydraulic cement—we have peat and marl in various parts of the Province, and even lithographic stone, a very rare production, is to be found of fine quality in some of the Counties.

We have a climate and soil which will grow oats and peas, Indian corn, turnipe, carrots, flax and hemp, as well as they are produced any where else, -and as respects wheat, the great staple of the county, it was with true Canadian pride, that I lately noticed in an article taken from the "American Miller,"-a standard authority, that the wheat raised in Upper Canada makes better flour than any wheat the American union produces—not even excepting the wheat grown in the far famed and justly celebrated "Genesee Valley." We have running along the whole front of our country, the noble River St. Lawrence, which furnishes us a high-way to the Ocean. We can boast of a chain of water communication through that River, our Lakes and our Canals, the like of which is no where to be seen. Macadamized, gravelled and plank roads, are being rapidly made in all the older parts of the country-nay, even in some, but recently settled. Railroads-the sure indication of increasing prosperity—are either in the course of construction, or are seriously contemplated, in all eligible directions. Improvements are to be seen on all sides. The people are industrious, prudent and moral, and are more intelligent and enterprising.

Agricultural Societies have introduced and encouraged the best breeds of horses, cattle, sheep and swine—the best kinds of wheat and other grains, as well as improved agricultural implements, of various forms and descriptions. Through their exertions, and the introduction of plouging matches, and other useful incentives to rivalry, a valuable change has been effected in the art of husbandry; straight furrows, clean fields, and a judicious rotation of crops, have been obtained. These improvements, aided by a praiseworthy competition amongst the farmers themselves, have secured such returns for their labor, that despite the low price of wheat hitherto, the agriculturalists are, as a class—I may venture to say, in a prosperous condition, if we may judge from the flourishing appearance of their farms, from their handsome and well built dwelling houses,

their large and commodious outhouses and barns, and the highly improved character of their stock. These things, added to the creditable show which they make, on suitable occasions, with their excellent carriages and horses, and the comfortable and independent manner in which they live, betoken an advanced state of improvement amongst us, that cannot fail to bring with it a large share of happiness and contentment.

In our villages, towns and cities, the same progress is visible. The wilderness has become the thriving village—the lately insignificant village has become the busy and populous town—and the town of a few years existence has grown into a city, with gas; filled with throngs of busy people, and lined with shops, which, whether we look at their magnificent plate glass windows, massive doors or well filled shelves, would not disgrace Regent street or Oxford street, London.

Correct styles of Architecture have of late years been introduced, and generally adopted, not alone in the claste designs of our many public buildings, but by our enterprising citizens, in the erection of their splendid private dwellings. And landscape gardeners, find ample employment in beautifying the grounds, and improving the outskirts of our large towns and cities.

On our Lakes, Rivers and Canals, are transported every year, an increasing amount of the surplus productions of our Farms to other markets, and manufacturing goods are brought back in their stead. These same Rivers and Lakes are now navigated by fleets of noble steamers, which for safety, speed, and convenience and elegance, can scarely be equalled—and our sailing craft, occasionally take in their loading on the shores of Lake Huron, and unship in the spacious Harbor of Halifax.

# GREAT RESULTS FROM SMALL BEGINNINGS.

Berthold Shwartz, according to a common report, having, in some of his experiments in alchemy, put into a common mortar a mixture of saltpetre and other combustible materials accidentally dropped in a spark, when he was astonished to see the pestle fly off into the air. This incident furnished two ideas—that of the increased power of gunpowder when confined, and that of its applicability to the propulsion of heavy bodies. These two simple ideas, carried out into practice, produced guns, large and small, and revolutionized the entire sytem of war.

The vibrations of the lid of an iron tea-kettle gave the first hint of the expansive power of steam. This hint, followed out through innumerable experiments, finally ended in the modern steam engine, which is fast revolutionising the mode of both land and water carriage.

The first idea of our modern railways—and it is a very simple idea—came from a mine near Newcastle, England. The plan occurred to some one of "laying rails of timber exactly straight and parallel; and bulky carts were made with four rollers fitting those rails, whereby the carriage was made so easy that one horse would draw four or five chaldrons of coals.

Thus coal was conveyed from the mines to the bank of the river Tyne. This mode was in practice in 1676; how much earlier, is not known to us, probably to no one; for, though a great idea, it was like most other great ideas, thought of little account at the time of its origin. Like Columbus's method of making an egg stand on the big end by jarring it so as to break the yolk, it was thought to be too simple to deserve any praise. Nevertheless, out of this simple idea sprang one hundred and fifty years afterward the modern railway.

It had been noticed by chemists, that flame cannot be made to pass through a tube of small diameter. In the hands of Sir Humphrey Davy, this fact grew into the miner's safety lamp, which has saved the lives of thousands.

The magnet had been for centuries a plaything in Europe. At last its property, when freely suspended, of taking a north and south position was noticed, and applied to navigation. This resulted in the discovery of America.

The power of the sun's rays to discolour certain substances, had long been known. In the hands of Daguerre, this great fact grew into a most beautiful and perfect method of taking miniatures.

From Volta's simple pile, to Morse's magnetic telegraph, what a stride! yet this stride is only the carrying out into practice of certain very simple properties of galvanism and Magnetism.—Ohio Observer.

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CAUSE AND EFFECT. - Infinite are the consequences which follow from a single, and often apparently a very insignificant circumstance. Paley, himself narrowly escaped being a baker; here was a decision upon which hung in one scale, perhaps, the immortal interests of thousands, and, in the other, the gratification of the taste of the good people of Giggleswick for het rolls. Cromwell was near being strangled in his cradle by a monkey; here was this wretched ape wielding in his paws the destinies of nations. -Then, again, how different in their kind, as well as in their magnitude, are these consequences from anything that might have been a priori expected. Henry VIII. is smitten with the beauty of a girl of eighteen; and, ere long "the Reformation beams from Bullen's eyes." Charles Wesley refuses to go with his wealthy namesake to Ireland, and the inheritance, which would have been his, goes to build up the fortunes of a Wellesley instead of a Wesley; and to this decision of a schoolboy (as Mr. Southey observes,) Methodism may owe its existence, and England its Military-and we trust we may now add, its civil and political .- glory .- Quarterly Review.

# Educational Intelligence.

## CANADA.

## MONTHLY SUMMARY.

The third quarterly meeting of the "Teacher's Institute, for the County of Oxford," took place at Embro on the 15th and 16th instant, the Rev. W. H. Landon in the chair. Lectures were delivered by some of the teachers present, explanatory of the methods of teaching various branches of knowledge. Those explanatory of the rules of arithmetic, algebra, and geometry were particularly interesting. At the close of the meeting a number of resolutions were passed on the importance of the office of Local Superintendent, and the description of persons who should invariably be selected to fill it. The following resolutions were also proposed and passed, unanimously:-" That, in the opinion of this meeting, it is highly desirable that the superintendency of all the schools in the County be placed in the hands of one man, who, being supported by a liberal salary, might devote his entire time and energies to the duties of his office, so obviating the numerous inconveniences and inefficiencies of the Township system." Notice was also given that the following resolution would be proposed at the next annual meeting. We need hardly say that the system advocated in the resolution has ever been the rule in the Model School, Toronto:-"That it is the opinion of this meeting that the time is not far distant when Teachers will be able to govern the children committed to their charge without resorting to corporeal punishment, as this system must be admitted to produce deleterious effects upon the present and future habits of children." .... A bill has been introduced into the Legislative Assembly to reconstruct the University of Toronto on the model of the London University. .... A series of articles on the "Principles of Education" are in course of publication in the Long Point Advocate..... At the recent entrance Examinations of the University of Toronto, twenty Students matriculated: the number admitted to Trinity College was 16-The recent examination of Union School No. 1, Moulton, is highly spoken of by the local papers. At its conclusion Mr. Moore, one of the Trustees, remarked, that he was glad to see the progress, which the school had made, and this he attributed not solely to the ability and exertions of the teacher, but also to the good mental capacities of the scholars, and the zeal of their parents in sending them regularly to school.

The Educational Institutions of Toronto.—By a correspondent of the New York Herald. Amongst the buildings now in course of erection. are six new school-houses, and a normal school. The normal school, which is in an advanced state, is situated between Church and Gerrard streets—its distance from the bay is about three-quarters of a mile. situation is a very beautiful one, being considerably elevated above the business part of the city, and commanding a fine view of the bay, peninsula, and lake. The square on which it is built contains seven acres and a half of ground, and was purchased by the Council of Public Instruction, for about \$18,000. The estimated value of the property is nearly \$5,000 per acre. The Legislature granted \$60,000 for the purchase of the site and the erection of the building, which is very imposing, though designed with a view rather to utility than effect; yet care has been taken to maintain that fitness of decoration by which the purpose and importance of the institution may be characterized and upheld. It has a frontage of one hundred and eighty-four feet, four inches, by a depth on the flanks, east and west, of eighty-five feet, four inches. The front is in the Roman doric order of Palladian character, having for its centre four pilasters of the full height of the building, with pediment, surrounded by an open doric cupola of the extreme height of ninety-five feet. The entrances for the male and female students will be on the east and west sides. In the centre of the building is a large hall, open to the roof, with a gallery around it at the level of the upper floor, approached on each floor by three corridors, and opening on the north to the theatre or examination hall. The theatre, including the galleries, is designed to accommodate 620 persons. Students will be instructed in agricultural chemistry, and taught practically on the grounds attached to the building The principles upon which it is proposed to conduct this establishment will embody the best features of the United States and European institutions. I see by the last annual report of Doctor Ryerson, the Chief Superintendent of Schools, by whose ability and sagacity, vast improvements have been suggested in the system of education, that the number of children between the ages of five and sixteen, attending the public schools in Upper Canada, the previous year, was 259,258, being an increase on the preceding year of nearly 6,000. These do not include the numbers attending colleges or private grammar schools. There were 3,476 teachers employed during the year, of whom 2,697 were males and 779 females. Trinity College, a very large and beautiful structure, is nearly completed, so that Toronto is on the high road to becoming a town of great educational importance.



Schools in Brantford.—By a correspondent of the Huron Signal. We visited the principal school erected in 1850, by the town, at an expense of £1,000. The building is of brick, two stories in height above the basement, and contains three large school rooms, beside rooms for recitation, for the reception of outer clothing, &c. The seats are so planned that but two children sit together, and all the arrangements are well calculated to promote the comfort, health, and advancement of the children. The play grounds for the girls, as well as their school rooms, are entirely separate from those of the boys. The whole of the rooms are furnished with tablet lessons, maps, blackboards, astronomical apparatus, &c. The play grounds and more particularly the public entrance are tastefully planted with trees, and the whole affair is an example to the province. The average number of pupils is over 300, taught by five We have space to refer to but one more of the educational teachers. establishments of Brantford.—A benevolent lady has erected a large brick house for a boarding school, in which she provides for the education of about 40 children. Those who are able, pay a trifle for their board and education, others receive board and education free, and some receive even their clothing in addition.

Huntingdon School Examination .- On the 22nd ult, the quarterly examination of the pupils attending Miss Vantassell's school at Huntingdon took place. The School numbers over 50 pupils. A large number of the parents and friends of the children were present, as well as several gentlemen from the town who take a lively interest in the cause of education. The school room was tastefully decorated for the occasion, by the scholars, with festoons, evergreens, flags bearing appropriate devices, which gave it a very fine appearance. During the afternoon the children sung several appropriate hymns, and no one could have listened to their sweet voices, and scanned their happy faces as they chaunted their rhymes, without feeling delighted. The pupils were examined in Grammar, Arithmetic, Natural Philosophy, Animal and Vegetable Physiology, &c., and in each of these departments the pupils displayed high attainments. Dr. Hope being requested to examine on Animal and Vegetable Physiology, asked a few questions on this subject, and the answers given to them would have done credit to pupils attending Schools of much higher pretensions. After the examination was concluded, the Local Superintendent was called to the chair. The chairman gave a short address, in which he expressed himself highly satisfied with the proficiency which the scholars had made since the last examination. Dr. Hope being called upon to address the audience, said,—He had great pleasure in being present at this examination. He felt agreeably disappointed, at the proficiency of the scholars, as well as at the superior system pursued by the teacher in imparting instruction; but he had no idea that the children attending this school were so far advanced in the different branches of education; it was astonishing, the knowledge displayed here to-day in reference to the subject of Animal and Vegetable Physiology, a study which was heretofore principally confined to physicians, and those who acquired a knowledge of the higher branches of education, but he was happy to see that these useful studies were engaging the attention of our Common Schools; and it afforded him great pleasure to state, that the Common Schools of Canada, would now compare with any of the same class, in the United States, in regard to the instruction, as well as the system adopted for imparting that instruction. [For the remainder of Dr. Hope's remarks, See page 152.] James Ketcheson, Esq., then addressed the audience:—He expressed the pleasure he felt, in witnessing the proceedings to-day. He could not let this opportunity pass (as many of the parents of the children were present) without impressing on their attention, the necessity of engrafting religious principles combined with sound morality on the knowledge the children obtain at school. He was willing to admit that the teacher could do much in this respect, yet their instructions could never supersede that duty which is incumbent upon parents, for the influence of a parent was quite different from that of a public teacher; right-hearted parents have an access to the hearts of children, which it is not possible for any other person to possess; there are invisible avenues by which alone they can enter, and which it is hopeless for any other to attempt. Mr. Henry Ostrom made a few very appropriate remarks in reference to education, in which he contrasted the advantages now enjoyed for obtaining education, with the disadvantages they laboured under a few years back, and concluded by expressing himself highly gratified with the examination. After the proceedings were concluded, the Ladies furnished refreshments, and we need hardly say that full justice was done by all present, to the good things so abundantly provided .- Hastings Chronicle

Belleville School Examination.—On the 8th inst., the examination of the pupils attending Mr. Newbery's School took place. This School numbers about 219, the average attendance being about 184. A large number of the friends and parents of the children, as well as several gentlemen who take an interest in education, were present. The children were examined in Natural Philosophy, Grammar, Arithmetic, Animal and

Vegetable Phisiology, &c., and in each of these departments of study the pupils displayed very high attainments for a common school, and considering the large number that receive instruction, the whole examination was highly creditable. After the examination was closed, John Turnbull, Esq., being called upon to address the audience, said he had great pleasure in witnessing the proceedings of to-day. The orderly manner in which the children conducted themselves, as well as their respectable appearance, was a very pleasant feature in the day's proceedings. He expressed himself highly satisfied with the attainments manifested by the children, which could not be otherwise than pleasing to the parents and all interested in the cause of education, as well as creditable to the children; he hoped that they would aim at making higher attainments. After Mr. Turnbull had taken his seat, Rev. Mr. Hudson rose, and said, that as he had always taken a deep interest in the cause of education, it was particularly gratifying to him to be present at this examination. Mr. Burdon made a few very happy remarks, in which he expressed himself highly pleased with the attainments of the pupils. Mr. Davy on being called upon made a few appropriate remarks, more especially directed to the children; he said he hoped they would improve the peculiar advantages they now possess of obtaining a good education, superior to their fathers, and that they would make good use of their time, as youth was the season for improvement. Dr. Hope being called upon to express his opinion in regard to the examination, said he was highly satisfied with what he had witnessed to-day. He dwelt at some length on the advantages of the present common school system as compared with the old rate bill. [For Dr. Hope's further remarks, See page 152.] After this the Rev. W. Gregg addressed the children on the advantages of education, as well as the importance of engrafting religious instruction on the lessons learned at this school He showed them the necessity of obtaining a knowledge of God's word, as alone calculated to make wise unto salvation, which should be made the chief concern of all present. We are happy to be able to state that the Examinations at each of the Common Schools have given great satisfaction .- Ibid

# BRITISH AND FOREIGN

MONTULY SUMMARY.

The Committee of Privy Council for Education have recently issued circulars to the inspectors of schools directing them to aid, by every means in their power, the system proposed by the department of practical art for causing elementary drawing to become a part of national education. It is intended to teach the very simplest elements of drawing in all schools willing to bear a small proportion of the necessary expenses, and then to admit the qualified scholars to study in a central drawing school in every town..... The Criminal statistics for all England, for the year 1851, are now before the public. Ten years ago the tables returned 30,000 offenders: the report for 1851, with all the increase of population to be reckoned, returns something over 27,000 criminals of all grades. In the intervening years, 1841, gives the highest number above thirty one thousand: 1845 gives the lowest-a little over twenty-four thousand. It is remarked that where work was abounded crime was decreased-that is, in the manufacturing districts. In the purely agricultural districts there has also been a decrease, except in the eastern counties-Essex, Norfolk, Suffolk, and Lincoln. Wherever there has been an increase of commitments, it has not been on any particular class of crimes, but has extended to each. Of the seventy criminals who were last year sentenced to death, only ten were executed. Female offenders generally reckon, with regard to males, as a friction less than one in four; but in cases of poisoning there were last year forty-one females for thirty-three males. Stockport is quoted as showing the consequences of non-education. It is not more discreditable than its neighbours in the report of 1851; but the riots there this year have set the statisticians calculating, and they find that, out of a population of 85,000, only three hundred and fifty were at school in the whole borough. ..... The official statistics of the French departments prove that the average duration of human life is from six to eight years longer in the districts which are the most advanced in respect to education. In like manner, the inhabitants are most healthy in those departments where agriculture is most improved, manufactures most extended, and commerce most active... ... The M.lan Gazette of the 14th publishes a notification by Count Strasoldo, Imperial Lieutenant of Lombardy, announcing that this year the two universities of Pavia and Padua will be opened without restriction, as they were before the events of 1848. Pupils may be received in the lyceums of Lembardo-Venetian provinces without any restriction respecting the legal domicile.....The death of the Duke of Wellington leaves the office of Chancellor of the University of Oxford vacant. The Earl of Derby has been elected, though Lords Rosse, Mahon, the Duke of Newcastle and others were mentioned in connection with the office. .....Last week the Duke of Northumberland laid the foundation stone of the Borough Schools at Alnwick, with great ceremony and

state......Two professorships of Practical Art in woven fabric and me tals have recently been established at Marlborough House, with a view of directing the studies of the pupils in classes, affording assistance to manufacturers and workmen who may seek it, and giving information to the public by lectures, &c., on the examples collected in the museum......Mr Macgillivary, the eminent naturalist and professor of Natural History in the University of Aberdeen is dead......The Plymouth Public Free School has been reported by the Inspector of Schools for the British and Foreign School Society, as fit for a model School for the West of England.......A paper published at Malmo, Sweden, says that Madame Jenny Lind Goldschmidt has deposited in the hands of trustees four hundred thousand rixthalers for the purpose of founding girls' schools in Sweden.

# UNITED STATES.

## MONTHLY SUMMARY.

# Literary and Scientific Antelligence.

## MONTHLY SUMMARY.

At the opening of the British Association at Belfast, Colonel Sabine delivered an address on the objects and proceedings of the association, taking a view more particularly of the progress of science during the past year. He adverted to the subjects noticed by the council in their request to the general committee, in reference to the communications between the parliamentary committee and the government. One of the most important subjects for consideration at the present meeting, he said would be the necessity of again urging on the government the formation of a station in the southern hemisphere for astronomical observations. Among other topics of public interests to which he alluded was the probable advantage to science of having it directly represented in parliament. To that plan he decidedly objected, as scientific men ought not to have their attention disturbed by political controversy. The address, which occupied an hour and a half in delivery, was listened to with great attention, and was much cheered. A large number of highly interesting papers on science and political economy were read in the different sections during the week, and the meetings passed off with great eclat. Dr. Hamilton. in the Zoological section, read "Remarks on some of the marine birds which produce guano on the coasts of Peru and Bolivia, with reference to the Lobos Islands." This paper excited much interest, both on account of the recent question as to the sovereignty of the Lobos Islands. and on account of the importance of an increased supply of guano. After much matter of historical and geographical interest, the author gave his reasons for expressing his belief that large deposits of guano might still be found if the government would undertake the search, as yet there remained a large portion of the Pacific unexplored, principally that lying between Valparaiso and the Isthmus of Panama..... The Scientific Association of France commenced its annual Congress a week or two ago at Toulouse. The proceedings though interesting are of less public importance than those of the British Association ...... The Liverpool Free Public Library and Museum was opened October 18. The museum will not be opened for some months. From 9,000 to 10,000 volumes have been received into the library shelves, and the librarian and his assistants are busy in preparing the catalogue. The workmen are busily engaged in fitting up the glass cases for the reception of Lord Derby's museum. The large cases are to be arranged round the room, and the smaller ones down the centre. In one of the rooms the model of Liverpool is to be placed Derby museum contains 661 specimens of mammalia, mounted, and 607 in skin; 11,131 birds mounted, 7,700 in skin, making a total of 20,049 specimens, exclusive of a large collection of eggs, a considerable number of rep-

tiles, fish &c .... Mr. Monckton Milnes, M.P., quaintly observed, at the opening of the Manchester Free Library, that four hundred years had elapsed since the invention of printing, yet books were not in circulation all over the globe; while the use of tobacco had become universal within fifty years of its introduction .... The Directors of the New Crystal Palace have, it is said, set apart £10,000 for the sculptural and architectural decorations of the edifice now rising from the grounds at Sydenham .... A congress of shorthand writers has just been held at Munich.... The French Government are about collecting and publishing all the popular poems of France..... A. W. Pugin, the celebrated architect is dead. Her Majesty has granted £100 per annum to his widow in consideration of her husband's eminent abilities...... At a meeting of the N. Y. Historical Society, the librarian read a communication from John G. Shea, Esq., concerning the discovery and first exploration of the Mississippi river. It is supposed the first white men who ever saw the "great father of waters," were Cebaza De Naca, and the three survivors of Narvaez's band, who traversed the continent from Florida to California, in the year 1537. A few years later came the expeditions of De Soto, the monk De Niza, and Muscosa, by whom a great portion of the country West of the Mississippi was explored. In 1639, the Jesuit missionaries in Canada heard of the great river, and in 1641, they planted the cross at the outlet of Lake Superior. In 1673, Jollyet and Marquette were sent out to explore the river, and ascertain whether it ran to California, and opened a way to China. Marquette wrote a journal of his voyage and drew a map, which is now deposited in the library of St. Mary's College at Quebec. The Jesuits never published Marquette's journal, but Thevenot issued an edition of it, omitting any notice of the object of the expedition.....At the annual sitting of the French Academy, the prize for poetry, a gold medal worth 2000fr., was awarded to Madame Louise Collet, on the theme of 'The Colony of Mettray,' where the reform of convicts by classified labour is attempted. The prize of 2000fr. for eloquence was awarded to M. Paradol, of the Normal school, for a 'Eulogium on Bernardin St. Pierre. The first Montyon prize for history was awarded to M. Emile de Bonnechose, to whose work 'On the Four Conquests of England, reference has been made. The Gobert historical prizes founded by Baron Gobert, were awarded, the first to M. Thierry, for his work 'on the Merovingian Kings;' the second to M. Henri Martin, for the recent volumes of his 'History of France.' Among the other prizes the most noticeable were, to M. Barnard, for his translation of Hegels's 'Lectures on Æsthetics,' and to M. Jules Barni, for an 'Analytical Examination of the Philosophy of Kant.' M. Boulay-Paty received 2000fr. for his collection of poetry entitled 'Sonnets,' and M. Jasmin an extraordinary prize of 3000fr. for poetry in the Provengal dialect. The report on the prizes for virtue was read by M. Vitet, the first of 3000fr. being awarded to a poor woman, aged 70, at Velencinnes, who had for forty years devoted herself to the support of her old mistress who had fallen into poverty. The sitting was concluded by the reading of Madame Collet's prize poem. The Report, by M. Villemain, Perpetual Secretary of the Academy, read previously to the announcement of the prizes, was a masterly piece of eloquence, and criticism, eliciting the warm applause of the distinguished audience. A brief analysis of the works honoured with prizes was given in the Report.

Wonders of the Universe. - What mere assertion will make any one believe that in one second of time, in one beat of a pendulum of a clock a ray of light travels over 192,000 miles, and would therefore perform the tour of the world in about the same time that it requires to wink with our eyelids, and in much less than a swift runner occupies in taking a single stride? What mortal can be made to believe, without demonstration, that the sun is almost a million times larger than this earth?—and that although so remote from us, a cannon ball shot directly towards it, and maintaining its full speed, would be twenty years in reaching it, yet it affects the earth by its attraction in an appreciable instant of time? But what are these to the astonishing truths which modern optical inquiries have disclosed, which teaches us that every point of a medium through which a ray of light passes, is affected with a succession of periodical movements, regularly recurring at equal intervals, no less than five hundred millions of millions of miles in a single second? That it is by such movements communicated to the nerves of our eyes that we see-nay, more, that it is the difference in the frequency of their recurrence which affects us with the sense of the diversity of colour. That, for instance, in acquiring the sensations of reddess, our eyes are affected four hundred and eighty-two millions of millions of times; and of violet, seven hundred and seven millions of millions of times per second! These are, nevertheless, conclusions to which any one may most certainly arrive who will be at the trouble of examining the chain of reasoning by which they have been obtained .- [Sir John Herschell.

Gigantic Telescope at Wandsworth.—There is at present in course of construction on Wandsworth-common, a singular-looking structure, consisting of a plain tower with a long tube slung by its side, surrounded by a wooden boarding to keep off intruders. This large tube encloses a new monster telescope on the a chromatic principle in process of



construction, under the superintendence of Mr W. Gravatt, F. R. S., for the Rev Mr. Craig, vicar of Leamington. The site, consisting of two acres, has been liberally presented by Earl Spencer in perpetuity, or so long as the telescope shall be maintained. The central tower, consisting of brick, is 64 feet in height, 15 feet in diameter, and weighs 220 tons .every precaution has been taken in the construction of this building to prevent the slightest vibration, but if any disappointment in this respect should arise, (which however, Mr. Gravatt does not anticipate,) additional weight can be obtained by loading the several floors, and the most perfect steadiness will be thus ensured. By the side of this sustaining, tower hangs the telescope. The length of the main tube, which is shaped somewhat like a cigar, is 76 feet, but with an eye piece at the narrow end and a dewcap at the other, the total length in use will be 85 feet. The design of the dewcap is to prevent obscuration by the condensation of moisture, which takes place during the night, when the instrument is most in use. Its exterior is of bright metal, the interior is painted black. The focal distance will vary from 76 to 85 feet. The tube at its greatest circumference measures 13 feet, and this part is about 24 feet from the object glass. The determination of this point was the result of repeated experiments and minute and careful calculations. It was essential to the object in view that there should not be the slightest vibration in the instrument. Mr. Gravatt, reasoning from analogy, applied the principle of harmonic progression to the perfecting of an instrument for extending the range of vision, and thus aiding ast onomic research. By his improvements the vibration at one end of the tube is neutralized by that at the other, and the result is that the utmost steadiness and precision is attained. The manner in which these object-glasses are fitted into the tube is a marvel of artistic invention. By means of twelve screws, numbered according to the hours of the day, they can be set in an instant to any angle the observer may require, by his merely calling out the number of the screw to be touched. The objectglasses also move round in grooves to wherever it may be considered that a more distinct view can be gained. The tube rests upon a light wooden framework, with iron wheels attached, and is fitted to a circular iron railway at a distance of fifty-two feet from the centre of the tower. The chain by which it is lowered is capable of sustaining a weight of thirteen tons, though the weight of the tube is only three. Notwithstanding the immense size of the instrument, the machinery is such, that it can move either in azimuth, or up to an altitude of eighty degrees, with as much ease and rapidity as an ordinary telescope, and, from the nature of the mechanical arrangements, with far greater certainty as to the results. The slightest force applied to wheel on the iron rail causes the instrument to move horizon tally round the central tower, while a wheel at the right hand of the observer by a beautiful adaption of mechanical powers, enables him to elevate or depress the object-glass with the greatest precision and facility. So easy, in fact, is the control over the instrument in this respect, that a very slight touch on the wheel lists ten cwt. It may be observed, also, that there cannot be the alightest flexure in the tube: no error or deflection arising from that cause can occur, while the ease with which it can be directed towards any point of the heavens will enable the observer to make profitable use of any patch of clear sky, however transient it may be. The great value of this need not be pointed out to those accustomed to making astronomical observations. With respect to the magnifying power of this novel instrument, it is only necessary to state that, though the focus is not so perfect as it will be shortly, it has already separated the nebulæ in the same way as Lord Rosse's. It has also separated some of the double stars in the Great Bear, and shown distinctly a clear distance of 50 or 60 degrees between them, with several other stars occupying the intervening space Ordinary readers will better understand the extraordinary magnifying power of the telescope when we inform them that by it a quarter-inch letter can be read at the distance of half a mile. The preparations for this really national work have been progressing for the last two years under the superintendence of M. Gravatt.

Parliamentary Literati.- A Correspondent of the Athenaum furnishes a detailed list of what he designates "the representatives of the literary interest in the Legislature:"-" Mr. Disraeli has hereditary pretentions to lead the literary interest in the Lower House, and I do not think that there could be any 'opposition' to his claim of being the first Novelist at present in the House of Commons..... The only other M. P. whom I can find avowedly contributing to the Fiction interest is Mr Grantley Berkley, -- whose novel of 'Berkley Custle,' " and its consequences, might furnish a chapter to 'Curiosities of Literature.' ..... Lord John Russell, as author of 'Don Carlos,' is the only Dramatist in the Lower House, -- and he ranks also amongst Essayists, Biographers, and Historians, by his various publications..... Lord Mahon and Colonel Mure are at the head of the Historical and Critical M. P.'s; and I perceive the name of Mr. MacGregor, Mr. Torrence, M'Cullagh, and Sir John Walsh, as authors of historical writings..... Under the head of Poets, I observe Lords Maidstone and John Manners, and Mr. Mockton Milnes..... The 'Tra-

vellers' are more numerously represented in the Lower House of Parliament than most other departments of Literature :- Amongst Urquhart, and Mr. Whiteside; and I think that Sir George Staunton and Mr. George Thompson may be classed with the Travellers ..... In the department of Political Philosophy,' I find Mr. Gladstone, Sir W. Molesworth, Mr. J. W. Fox, and Colonel Thompson ..... Mr. Cornwall Lewis, Mr. Roebuck, Mr. George Smythe, and Mr. Mackinnon, appear amongst the general Essayists..... Mr. Walter, Mr. Wilson, Mr. Wakely may be ranked with the Editorial interest; and I may add that Mr. Butt-the new M. P. for Harwich-besides being the reputed author of a three-volume novel, was for some years the Editor of The Dublin University Magazine ..... The Biographers are represented by Mr. Grattan, author of a five-volume work on his celebrated father ..... The Phamphleteer department is represented by 'legion;' and I pass it bye with the remark that Lord Overstone in the Upper, and Mr. Cobden in the Lower House, are at its head by the importance of their publications ..... Turning to the Lords, the Bishop of St David's (Dr. Thirlwall) is clearly at the head of the Historians in that assembly,—Lord Brougham, of Political Philosophy and Belles Lettres,and Lord Campbell of the Biographers..... The Novelists are represented by Lords Normanby and Londesborough..... The 'Editorial interest' of the Peers is of a different kind from that of the Lower House,-and is represented by the Earl of Malmesbury, the Marquis of Londonderry, and Lords Holland and Braybrooke ..... Lord St. Leonard's work on 'Powers' shows that he has other than ex-officio right to be placed at the head of living English writers on law ..... The Duke of Argyll, by his treatise on the Church History of Scotland, has added to the literary works of the Campbells.....The Marquis of Ormonde has published a richly illustrated narrative of a residence in Sicily. In Physical Science, the Earl of Rosse, not merely as P. R. S, but by his accomplishments, distances all competitors in either House...... I here is only one autobiographer in the Legislature, Lord Cloncurry..... The Acted Drama, since the removal of Mr. Shiel, Sir N. Talfourd, and Sir Bulwer Lytton from the Lower House, has no other representative in the Legislature than the Earl of Glengall ...... Lord Strangford represents the Poets of the Peers ;- and of the Belles-Letters interest in the Upper House, the Earls of Carlisle and Ellesmere are efficient supporters..... In the interest of the Fine Arts we may rank Athenian Aberdeen '-and as a musical composer, the Lords have Lord Westmoreland ..... A more original author neither House could boast of than the late venerable writer of 'The Wellington Dispatches.'....I have not the means of ascertaining the number on the Bench of Bishops ranking with the literary interest; but foremost among them, besides the Bishops of Exeter and of St. David's (named ante), are, the Archbishop of Canterbury, the Archbishop of Dublin, and the Bishops of London and Oxford. I may add, that the number of Peers is only about two-thirds that of the Lower House,-but on the other hand, the Peers enjoy much more

Effect of the Earth's Rotation on Locomotion. - Mr. Uriah Clarke, of Leicester, has called our attention to an article in the Mechanic's Magazine by himself on the influence of the earth's rotation on locomotion. It is well known that as the earth revolves on its axis once in twenty-four hours, from west to east, the velocity of any point on its surface is greater near the equator and less from it in the ratio of the cosine of the latitude .-Mr. Clarke says :- "Some rather important conclusions in relation to railway travelling arise out of the view now taken. The difference between the rotative velocity of the earth in surface motion at London and at Liverpool is about twenty-eight miles per hour; and this amount of lateral movement has to be gained or lost, as respects the locomotive in each journey, according to the direction we are travelling in from one place to the other; and in proportion to the speed will be the pressure against the side of the rails, which at the high velocity, will give the engine a tendency to climb the right hand rail in each direction. Could the journey he performed in two hours between London and Liverpool, this lateral movement or rotative velocity of the locomotive would have to be increased or diminished at the rate of nearly one quarter of a mile per minute, and that entirely by side pressure on the rail, which is not sufficient to cause the engine to leave the line, would be quite sufficient to produce violent and dangerous oscillation. It may be observed, in conclusion, that as the cause above alluded to will be inoperative while we travel along the parallels of latitude, it clearly follows that a higher degree of speed may be attained with safety on a railway running east and west than on one which runs north and south." There is no doubt of the tendency Mr. Clarke speaks of on the right-hand rail, but we do not think it will be found to be so dangerous as he says. It will be greatest on the Great Northern and Berwick lines and least on the Great Western .- [Herapath.

Skill of Insect Builders.—Reaumur states that twenty years he endeavoured, without success, to discover the materials employed by wasps in forming the blue, gray, papery substance, so much used in the



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structure of their nests. One day, however he saw a female wasp alight on the sash of the window, and it struck him while watching her gnawing away the wood with her mandibles, that it was from such materials as these she formed the substance which had so long puzzled him. He saw her detach from the wood a bundle of fibres, about the tenth of an inch in length, and finer than a hair, and as she did not swallow them, but gathered them into a mass with her her feet, he had no doubt but that his opinion was correct. In a short time he saw her shift to another part of the window, and carry with her the fibres which she had collected, and to which she continued to add. He then caught her and began to examine her bundle, and found that it was neither yet moistened nor rolled into a ball, as is always done before used by the wasp in her building. He also noticed that before detaching the fibres, she bruised them into a kind of lint with her mandibles. All this he imitated with his penknife, bruising and paring the same wood till it resembled the fibres collected by the wasp; and so he discovered how wasps manufactured their paper; for these fibres are kneaded together into a kind of paste, and when she has formed a round ball of them she spreads it out into a leaf nearly as thin as tissue paper, and this she accomplishes by moving backwards, and levelling it with her mandibles, her tongue, and her teeth. And so the wasp forms paper, placing layer upon layer, fifteen sheets deep, and thus preventing the earth from falling down into her nest.

"Lloyd's List" a Century Ago .- The oldest published Lloyd's List in existence bears date 1745, and is in possession of the committee of Lloyd's, being somewhat more than a century old. We are thus enabled to draw a tolerable accurate comparison between the shipping operations of the middle of last century and the middle of the present century. The old Lloyd's List appears to have been the last that was published once in the week. It is printed on a narrow slip of paper, about a foot in length; and, besides containing the price of bullion and the stocks, gives the rates of exchange on foreign countries; these are on the one side. On the reverse is what was then termed "the Marine List," which gives a list of 23 arrivals and 12 departures at English ports, with 34 ships at anchor in the Downs. There are also notices of four arrivals in Irish and foreign ports, with advice of three British ships taken by the enemy's privateers. Turning from this document, which gives a week's news, to one of the year 1800, published daily, we find that it contains on an average notices of 75 ships. This was in time of war; and, in comparing numbers, we find the ships noticed as ten to one against the previous date. Following up the comparison, we turn to a Lloyd's List, for 1850; one of the fullest of these covered 15 pages in the arrivals and loss books for one day, giving the names of about 160 vessels—being six times the number of those in 1800, and as numerous as the list of one entire year in the previous century. –Dickens's Household Words.

The New Suspension Bridge.-We give below, the proportions and other statistics of the Suspension Bridge, about to be built over the present one at the Falls. The Bridge will form a single span of 800 feet in length. It is to serve as a connecting link between the rail-roads of Canada and the State of New York, and to accommodate the common travel of the two countries. It is established by ample experience, that good iron wire, if properly united into cables or ropes, is the best material for the support of loads and concussions, in virtue of its great absolute cohesion, which amount to from 90,000 to 120,000 lbs. per quarter inch, according to quality. The Bridge will form a straight hollow beam of 20 feet wide and 18 deep, composed of top, bottom and sides. The upper floor, which supports the railroad, is 24 feet wide between the railings, and suspended to two wire cables, assisted by stays. The lower floor is 19 feet wide and 15 high in the clear, connected with the upper one by vertical trusses, forming sides, and suspended on two other cables, which have 10 feet more deflection than the upper ones.

The anchorage will be formed by sinking 8 shafts into the rock, 25 feet deep. The bottom of each shaft will be enlarged for the reception of cast iron anchor plates, of 6 feet square.—These chambers will have a prismatical section, which, when filled with solid masonry, cannot be drawn up without lifting the whole rock to a considerable extent.

Saddles of cast iron will support the cables on the top of the towers. They will consist of two parts-the lower one stationery, and the upper one moveable, resting upon wrought iron rollers. The saddles will have to support a pressure of 600 tons, whenever the Bridge is loaded with a train of maximum weight. The Towers are to be 60 feet high, 15 feet square at the base and at the top. The compact, hard limestone, used in the masonry of the towers, will bear a pressure of 500 tons upon every foot square.

WEIGHT OF BRIDGE.	lbs.
Weight of timber	910,130
Wrought iron and suspenders	113,120
Castings	44.332
Rails	56,750
Cables bet Ween Towers	535,400

2,678,622

WEIGHT OF RAIL ROAD TRAINS.

One locomotive ... Twenty-seven double freight cars, each 25 feet long, and of 15 tons each, gross weight ... Making a total gross weight of 430 tons, which will fall upon the cables when the whole bridge is covered by a train of cars from end to end: add to this 15 per cent increase of pressure as the result of a speed of 5 miles per hour, which is a very large Add weight of superstructure....

1,273 Total aggregate maximum weight..... The tensions of the cables, which result from a weight of 1,273 tons, and an average deflection of 59 feet, is 2,240 tons. Since this assumed maximum tension can but rarely occur, it is considered ample to allow four times the strength to meet this tension—that is 8,960 tons.—But assuming 2,000 tons as a tension to which the cables may be subjected, five times the strength to meet it is allowed, and an ultimate strength of 10,000 tons provided for. For this purpose, 15,000 wires of No. 10 will be required. At each end of the upper floor the upper cables will be assisted by 18 wire rope stays, and their strength will be equivalent to 1,440 wires; these deducted, leave the number of these wires in four superior cables, 13,560 the number of wires in one cable, 3,390—diameter of cable, 94 inches.

The railroad bridge will be elevated 18 feet on the Canadian, and 28 on the American side, above the present surface of the bank, and above the present structure. It will be the longest railroad bridge, between the points of support, in the world.—St. Catharines' Journal.

## Postage on the Journal Discontinued.

As the Journal of Education has been constituted by HIS EXCELLENCY the official medium of communication from the Educational Department for Upper Canada, on all matters relating to the School Law, &c., we are happy to announce that, by an arrangement which has been made with the Honorable the Post Master General, in future no postage will be charged upon any of the numbers of the Journal passing through the Post Office.

## Examination of Common School Teachers.

HE BOARD OF PUBLIC INSTRUCTION for the United Counties of York, Ontario, and Peel, hereby give notice, that an Examination of Common School Teachers, and others desirous of becoming such will take place in the Court House, CITY OF TORONTO, at BRAMPTON, at DUFFIN'S

take place in the Court House, City of Toronto, at Brampton, at Duffin's Creek, at Newmarket, and at Richmond Hill, on Tuesday, the 21st of December next, at 9 o'clock in the forenoon.

All Teachers presenting themselves for Examination, will be required to select the particular Class in which they propose to pass; and previous to being admitted for Examination, must furnish to the Examining Committee satisfactory proof of good moral character: such proof to consist of the Certificate of the Clergyman, whose ministration the Candidate has attended, and in cases where the party has taught a Common School, the Certificates of the Trustees of said School. Each Candidate will be expected to attend the Examination in his own School Circuit, if possible

The Certificates already given to Frst Class Teachers will be disallowed after the 31st December next, and new ones issued on the approved examination of the said Teachers at the above places.

The Board will meet at the Court House, Toronto, on Tuesday, the 28th December, at 10, a. m., for the purpose of viewing the Reports of the several Examining Committees, licensing of Teachers, and for other business.

business.

By order of the Board
JOHN JENNINGS, Chairman.
City of Toronto, 19th October, 1852.

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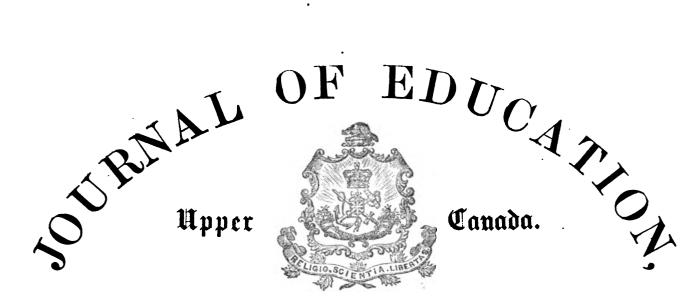
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All communications to be addressed to Mr. J. Ground Honorus,

Education Office, Toronto.



VOL. V.

TORONTO, UPPER CANADA, NOVEMBER, 1852.

Nº. 11.

No rate per capi-ta shall be un-posed upon chil-dren.

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# AN ACT

TO MAKE CERTAIN PROVISIONS WITH REGARD TO COMMON SCHOOLS IN UPPER CANADA FOR A LIMITED PERIOD.

16th Victoria, chapter -

[10th November, 1852.] THEREAS it is expedient to make some fur-Preamble. ther provision for the improvement of Common Schools in Upper Canada, and to modify and extend some of the provisions of the Act thirteenth and fourteenth Victoria, chapter forty-eight, intituled, An Act for the better establishment and maintenance of Common Schools in Upper Canada; Be it therefore enacted by the Queen's Most Excellent Majesty, by and with the advice and consent of the Legislative Council and of the Legislative Assembly of the Province of Canada, constituted and assembled by virtue of and under the authority of an Act passed in the Parliament of the United Kingdom of Great Britain and Ireland, and intituled, An Act to re-unite the Provinces of Upper and Lower Canada, and for the Government of Canada, and it is hereby enacted by the authority of the same, That the Board of School Trustees in each City, Town and

Incorporated Village, shall, in addition to the powers with which they are now legally invested, possess and exercise, as far as they shall judge expedient, in regard to each such City, Town and Incorporated Village, all the powers with which the Trustees of each School Section are or may be invested by law in regard to each such School Section.

II. And be it enacted, That no rate shall be imposed upon the inhabitants of any School Section according to the whole number of children, or of the number of children of legal school age, residing in such section: Provided, that the Trustees of each School Section shall see that each School under their charge is, at all times, duly provided with a Register and Visitors' Book, in the form prepared according to law: Provided, secondly, that the Trustees of each School Section shall have authority to take such steps as they may judge expedient to unite their schools

Union with Gram-mar School.

with any public Grammar School, which shall be situated within or adjacent to the limits of their School Section: Provided, thirdly, that the Trustees of each School Section shall be personally responsible for the amount of any School moneys which shall be for-

Personal respon-sibility of Trus-

feited and lost to such School Section during the period of their continuance in office, in consequence of their neglect of duty; and the amount thus forfeited or lost shall be collected and applied in the manner provided by the ninth section of the said Act, thirteenth and fourteenth Victoria, chapter forty-eight, for the collection and application of the fines imposed by the said section: Provided, fourthly, that the Trustees of each School Section, shall, each

tees 101 Report. personally forfeit the sum of one pound five shillings for each and every week that they shall neglect, after the fifteenth of January in each year, to prepare and forward to their local Superintendent of Schools, their School Report, as required by law, for the year ending the thirty-first December immediately preceding; and which sum or sums thus forfeited,

shall be sued for by such local Superintendent, and collected and applied in the manner provided by the proviso of this section, immediately preceding: Provided, fifthly, that no agreement between Trustees and a Teacher in any School Agreements with Teachers not valid in certain Section, made between the first of October and the

second Wednesday in January, shall be valid or binding on either party after the second Wednesday in January, unless such agreement shall have been signed by the

two Trustees of such School Section, whose period of office shall extend to one year beyond the second Wednesday of January, after the signing of such agreement.

III. And be it enacted, That the Trustees of each Trustees to assess for School Sites. School Section shall have the same authority to assess and collect rates for the purpose of purchasing School Sites and the erection of School Houses, with which they are, or may be invested by law to assess and collect for other School purposes: Provided always, that they shall take no steps for Provico-Must procuring a School Site on which to erect a new School House, or changing the site of a School

House established, or that may be hereafter established, without calling a Special Meeting of the Freeholders and Householders of their Section to consider the matter; and if a majority of such Freeholders and Householders present at such Meeting, differ from Mode of proceed- a majority of the Trustees, as to the site of a School House, the question shall be disposed of in the manner prescribed by the eleventh section of the said Act, thirteenth and fourteenth Victoria, chapter forty-eight.

Children Iron Sections other Sections not to be reported

IV. And be it enacted, That in the event of any person residing in one School Section, sending a child or children to the School of a neighbouring

V. And be it enacted, That any person who has

School Section, such child or children shall not be returned as attending any other than the School of the Section in which the parents or guardians of such child or children reside.

LocalSuperintendent to continue in office till April, . or longer.

been, or may be, appointed local Superintendent of Schools shall continue in office, (unless he resigns, or is removed from office for neglect of duty, improper conduct or incompetency,) until the first day of April of the year following that of his appointment, and during the pleasure of the Council

Shall not be a Trustce Teacher.

Powers and obligations. Relating to visits. appointing him: Provided always, that no local Superintendent shall be a Teacher or Trustee of any Common School during the period of his being in office: Provided, secondly, that no local Superintendent shall be required (unless he shall judge it expedient, and except with a view to the adjust-

ment of disputes, or unless specially required by the County Municipality,) to make more than two official visits to each School Section under his charge; one of which visits shall be made some time between the first of April and the first of October, and the other some time between the first of October and the first of April: Provided, thirdly, that the local Superintendents of adjoining

Townships shall have authority to determine the sum or sums which shall be payable from the School apportionment and assessment of each Township in support of Schools of Union School Sections, consisting of portions of such Townships; and they shall also determine the manner in which such sum or sums shall be paid: Provided, fourthly, that in the event of one person being local Superintendent of each of the Townships concerned, he shall act in behalf of such Townships; and in the event of the local Superintendents of Townships thus concerned not being able to agree as to the sum or sums to be paid to each such Township, the matter shall be referred the Warden of the County for final decision: Provided, fifthly, that each local Superintendent of

To Special School Section Meetings.

Schools shall have authority to appoint the time and place of a Special School Section Meeting, at any time and for any lawful purpose, should he deem it expedient to do so: Provided, sixthly, that each local Superintendent of To Investigating Election Com-plaints. Schools shall have authority within twenty days after any meeting for the election of Common School

Trustees within the limits of his charge, to receive and investigate any complaint respecting the mode of conducting such election, and to confirm it, or set it aside, and appoint the time and place of a new election, as he shall judge right and proper: Provided, seventhly, that each local Superintendent shall have

To Special and li-mited certificates to Teachers.

authority on due examination, (according to the programme authorized by law for the examination

of Teachers,) to give any candidate a certificate of qualification to teach a School within the limits of the charge of such Superintenent, until the next ensuing meeting (and no longer) of the County Board of Public Instruction of which such local Superintendent is a member; but no such certificate of qualification shall be given a second time, or shall be valid if given a second time, to the same person in the same County: Provided, eighthly,

Warden may fill vacancy in office of local Superin-tendent

that in the event of a local Superintendent of Schools resigning his office, the Warden of the County or Union of Counties within which such

Superintendent shall have held office, shall have authority, if he shall deem it expedient, to appoint a fit and proper person to the office thus vacated until the next ensuing meeting of the Council of such County or Union of Counties.

How election of Trustees in Vil-lages shall take place.

VI. And be it enacted, That in any Village in Upper Canada, which shall become incorporated according to law, an election of a Board of School

Trustees for such Village shall take place as soon as convenient in the manner provided and authorized for incorporated Villages in the twenty-fifth section of the said Act, thirteenth and fourteenth Victoria, chapter forty-eight: Provided always, that the time of the first election of such Board of School Trustees, shall be fixed by the Reeve of such Village, or in case of his neglecting to do so for one month, by any two Freeholders in such Village, on giving six days' notice in at least three public places in such Village: Provided also, that all elections of School Trustees that have taken place in Villages which have been incorporated since one thousand eight hundred and fifty, shall be and are hereby confirmed, and the acts of Boards of School Trustees so elected in such Villages are hereby made as valid as if such Boards had been elected for Villages incorporated before one thousand eight hundred and fifty, and in all cases the Chairman shall be elected by the Trustees from their own body, and shall have a right Vote of Chairman of the Board. to vote at all times, and also, a second or casting vote in cases of an equality of votes.

City, Town and Village Electors to make a decla-ration. VII. And be t enacted, That in case of the right of any person to vote at an election of a Trustee or Trustees in any City, Town, or incorporated Village, be objected to, the Returning Officer presiding a such election shall require the person whose right of voting is thus objected to, to make the following declaration: "I do declare and affirm that I have been rated on the assessmentroll of this City (Town or Village, as the case may be) as a Freeholder (or Householder, as the case may be) and that I have paid a tax in this wird, (or Village, as the case may be,) within the last twelve months, and that I am legally qualified to vote at this elec-And the person making such declaration shall be permitted to vote: Provided always, that any person who shall, False declaration to be a misde-meanor. on the complant of any person, be convicted of wilfully making a false declaration of his right to vote, shall be deemed guilty of misdemeanor, and punishable by fine and imprisonment in the manner provided for similar cases in the seventh section of the said Act, thirteenth and fourteenth Victoria, chapter forty-eight.

VIII. And be it enacted, That such of the provisions of the Act thirteenth and fourteenth Victoria, chapter forty-eight, as are contrary to the provisions of this Act, shall be and are hereby repealed.

Provision of 13th and 14th Vict. ch. 48, contrary to this Act repealed.

IX. And be it enacted. That the provisions of this Act shall take effect from the passing thereof.

Act to take effect immediately.

X. And be it enacted, That this Act shall be and continue in force until the first day of April next and not after.

To remain in force till April, 1853.

# LETTER OF A GERMAN ON ENGLISH EDUCATION.

Translated from the German of Dr. Weiss, Professor of Joachimsthal College at Berlin. Translated by Dr. A. Selfs.

System of the Instruction given in Public Schools .- Digested and undigested Knowledge.-The School-room.-Latin and Greek Metrical Exercises .- Practical Use of Matters taught .- Opinion of the English respecting German Erudition.—They teach only simple and positive knowledge, and how to learn in general.

The difference which exists between the system of instruction in English public schools and the one pursued in our gymnasia, may be expressed by the opposition of skill and practice on the one hand, and science and knowledge on the other. What an English scholar learns is contained within a narrower compass than what a German scholar is taught; but within the circuit of his instruction greater security is attained by an English boy, who, though limited in his learning, is yet more able to manage such studies as he has been

The principal business of an English master is rather to ask questions of his boys from the portion of the book they have been learning, and set them another lesson, than to carry on with them a mental intercourse and exchange of ideas, which at once interests and instructs them. This being taken into consideration, it will no longer be surprising that there is only one school-room for all the classes, and as many chairs surrounded by forms as there are classes to be taught different subjects. I have been assured that they are

so accustomed to this arrangement, that neither pupil nor master is ever disturbed by the presence of others; and they early learn thus to pay attention ad hoc, whatever may happen to go on around them. Should a master by chance want to be by himself with his class, he can be separated from the other divisions by a curtain.

In King Edward's school, built about sixteen years ago at Birmingham, the school-room consists of a single salcon of 150 feet in length, 30 feet in width, and 45 feet in height. At one end was placed an elevated desk for the head master; opposite to him the seat of the second master; and along the walls there were four seats for as many masters. The head master can see all the classes during the lesson from his place, this having been thought proper in order to prevent any negligence or cruelty on the part of the masters. But they have now begun to perceive how unsatisfactory this arrangement is, particularly with respect to the higher classes, unless these also are to have the same kind of mechanical instruction which the others receive. Thus I found at Eton that, at least, the head masters' class, consisting of the sixth form, has a room to itself; and such, I hear, is the case in a few other schools. Dr. Arnold, who was acquainted with the educational establishments on the continent, deviated at once from the old English custom, and put each class into a separate room; this arrangement prevails not only at Rugby, but also at the Scotch Grammar schools.

It was not this innovation of Dr. Arnold's which met with the greatest amount of disapprobation, but rather other alterations in the usual course of teaching, in which there existed, according to his opinion, too much uniformity with regard to the subjects of instruction. He caused fewer Latin verses to be written than before, and replaced them by some more interesting instruction. However, the success did not correspond with his expectation, and he was obliged to acknowledge the power and usefulness of the old system, to which he returned more and more towards the close of his life.

The above-mentioned metrical exercises, and their correction, still take up a great part of the scholars' time. They commence, in several schools, with what they call writing nonsense; for first of all, the beginners must put together words of any signification whatever into a rhythmical verse, as we give versus turbatos to the boys to be put into order where we have preserved the practice. After these preliminary exercises have been gone through, they begin to write verses which have a meaning attached to them-The skill they attain in this respect is extraordinary, as will be fully seen by looking into the recently published collections of verses, such as the "Musæ Etonenæs." "Sabrinæ Corolla," (from Shrewsbury grammar school,) and the not less remarkable "Anthologia Oxoniensis" and "Arundines Cami," all of which abound with Latin and Greek translations from modern poetry, including that of Germany, as well as from Shakespeare, Milton and Byron. They contain besides, original poems in both the dead languages, and exhibit prodigious ease and perfection in a great variety of metrical forms. Comic and serious poetry have their turn; the latin in particular make the best impression, and prove sufficiently that, since the days of George Buchanan, the admirable skill exhibited by the translators of the Psalms has not expired in England.

It is said that once, when an ocator in the House of Commons used the word vectigal, and made a false quantity, pronouncing it as the German word Nachtigall is pronounced, instantly a great number of voices called out correcting him-vectigal. This would decidedly never have bappened either in our first or in our second chamber; and we would hardly write Latin verses at all, if it were merely good for acquiring certainty in prosody. The English however appeal to greater advantages than this, which results from the practice. They maintain that their boys do, in fact, attain to a high degree of skill in writing Latin and Greek verses, and this skill, they say, would have been unattainable unless they had read the classics diligently beforehand, and had been imbued with their spirit and style; besides this, writing verses requires a lively fancy and proper arrangement of ideas. In addition to these advantages, the taste is refined, the beauty and meaning of the standard authors of antiquity better felt, and a creative power gained which merely as such is an ample reward for their application. This argument is quite correct, for writing Latin verses pre-supposes in fact other accomplishments of a high order; and when I think of our schools, where this talent is not developed, I must acknowledge

that, with all our learning and various achievements, hardly any productive self-creating faculty is acquired.

A view of the objects of English instruction, and of the method applied in the higher class of schools, will throw a clear light on the spiritual differences between both the nations. The loftier spirit of the Germans, and their tendency towards abstraction, proffer a homage to science, as such, which is, generally speaking, not paid to it by the English : science has for us a dignity independent of earthly purposes. A popular instance will best explain the case. That the earth is round, would appear to us a truth important for itself. Now an Englishman would welcome it as a result of human research, but he would also connect with it the idea that now he might be able to circumnavigate our globe; he puts the question thus: "What is it to me?" Purposes of utility are not very distant from this mode of considering things. Yet, I am far from maintaing that the higher kinds of schools in England teach merely useful knowledge, and exclude all but profitable information; on the contrary, they have of late incurred much dissatisfaction on account of not sufficiently inculcating useful knowledge.

The fact is, that in England the improvement of the active faculties is considered as the chief end of education; an opinion which was once pronounced also by a German minister of state, Wilhelm von Humboldt, when he said the state ought to promote every thing conducive to increase the active energy of the young. For this reason, the English remove from the instruction given in their schools all that might dissipate or overstrain the mental powers of the young. Their method of teaching would appear to a master of a German gymnasium amazingly simple and not satisfactors with regard to the scientific portions; which indeed is often the case. An English boy who has left school would appear ignorant when compared to a German scholar on some subjects, as, for instance, geography and physics; he would not even bear a comparison with him, supposing that the latter had been taught by the "rational method," as it is called among us.

It has become almost a matter of course with us to consider that the intention of a gymnasium is to create and develope zeal and love of science in the minds of the young. An English master would not admit this: he would insist that life does not consist of knowledge merely, but of action; and that we have each of us to fill a certain calling, and to perform one appointed task. Such a notion as this, which I read some time since in a German educational paper, "The time has come when schools will fill out the last gap in the development of the powers and faculties which Providence has bestowed upon us," would be looked upon by him as a mere phantasm, and I think justly.

With the exception of some exaggerated ideas, concerning, for instance, a wholly isolated class of learned men which they imagine to exist in Germany, I found the English very correct in their views of German instruction, and its difference from their own. "You Germans," they said to me, "and the Scotch, who are similar to you in this respect, do not attain in your schools what you wish to attain, because you take too high an aim; you have no useful education. You do not, on the one hand, look sufficiently back on your history, and over the conditions and subsistences of your people; and, on the other hand, you do not look before you on the qualities which life requires of the young. Not that education should think of nothing but preparing them for the the acquisition of material advantages; man does not live by bread alone, and the soul has too noble an origin to aim at the profitable alone; but morals, and the formation of character, are not sufficiently attended to in your education. For you have not received your fatherland, and your life, and your faith, in order to waste all your time and your pains on the cultivation of the intellect alone. Wisdom consists in the union of action with knowledge; and life, which affords plenty of time and occasion for the development of both, will at the same time never prosper by their union."

Such being their speeches, it will no longer be a matter of wonder that the English should endeavour to form intelligent and able minds, possessed of correct notions, but do not attempt to deliver to their youth any peculiar dogmas; particularly such as they would have to take for granted merely, without their having been first submitted to inquiry. This is the mistake too often committed in our schools.

There have, indeed, been times when the greatest men of their age applied themselves assiduously, during the whole period of their

youth, to the discovery of truth, whatever might be the dominion in which they sought it; and they have the justice claim to our admiratin, for they lived in times when the words of Scripture, "In the sweat of thy brow thou shalt eat thy bread," applied to mental labour as well as to bodily work. But nowadays the case is altered; the tables of knowledge are richly spread before us, and every body has but to stretch out his hand to take hold of the results of the researches of past ages. Hence arises the danger, that a young man, learning nothing but these results, should no longer trouble himself about the way that led to them, and should therefore fail in making them real acquisitions of his own. How much is there not swallowed down in a few minutes by our young students of divinity, without the least perception of all the trouble which the discovery of these truths cost the early writers. This very abuse is committed in our gymnasia; or else why should Herder have already found it necessary to warn young men against the luxury of knowledge; and why should the reproach be so often repeated, that instruction is carried on in them too much in the university style, so that it puffs up young people and turns them into gamblers and premature critics.

Whilst English schools adhere to positive knowledge, removed from any sort of critical controversy, and foster the sense of quick observation by due regard to reality; in Germany, reflection prevails to such an excess, that by dwelling merely upon generalities, the research into an object is always suffered to be impaired by disregard for the integrity of the facts. Many a professor at a university has been made angry, by seeing so many students coming to college with opinions and views already formed at their gymnasia; whilst, at the same time, they were so very deficient in simple and elementary knowledge, that they did not know half the facts on which they had already decided. For this reason, also, Godfried Hermann complained, "In schools they read the classics critically; whilst we shall soon be obliged to teach them the elements of grammar."

Dr. Arnold says that these efforts to gain knowledge are a thousand times more important to the scholar than the success which attends them; and that, in teaching, the how is of far more censequence than the what.

Through disregard to these rules, and on account of the encyclopedical character of the instructions given in our schools, the youth of Germany has lost its natural simplicity and sound perspicuity of its notions. It is at the same time so much engaged by different objects, that its ears are stunned and its attention perplexed. What application has gained in extent, it has lost in depth. English schools escape these disadvantages: they teach less, but their pupils know better how they must learn. They have riper powers of observation, and they know how to discover the proper point of view for everything; whereas too many of our young men know aothing more, for long afterwards, than what they have been taught and cannot free themselves from dependence on the learning they have received at school.—English Journal of Education.

# SHORT MEMOIRS OF EMINENT MEN.

# HERODOTUS-THE FATHER OF HISTORY.

"It is natural to believe," says Dr. Johnson, "that no writer has a more easy task than the historian. The philosopher has the works of Omniscience to examine; and is therefore engaged in disquisitions, to which finite intellects are utterly unequal. The poet trusts to his invention, and is not only in danger of those inconsistencies to which every one is exposed by departure from truth, but may be censured as well for deficiencies of matter, as for irregularity of disposition, or impropriety of ornament. But the happy historian has no other labour than of gathering what tradition pours down before him, or records treasure for his use. He has only the actions and designs of men like himself to conceive and to relate; he is not to form, but to copy characters, and therefore is not blamed for the inconsistency of statesmen, the injustice of tyrants, or the cowardice of commanders. The difficulty of making variety consistent, or uniting probability with surprise, need not to disturb him; the manners and actions of his personages are already fixed; his materials are provided, and put into his hands, and he is at leisure to employ all his powers in arranging and displaying them.

"Yet, even when these advantages, very few in any age have been able to raise themselves to reputation by writing histories; and among the innumerable authors, who fill every nation with accounts of their ancestors, or undertake to transmit to futurity the events of their own time, the greater part, when fashion and novelty have ceased to recommend them, are of no other use than chronological memorials, which necessity may sometimes require to be consulted, but which fright away curiosity, and disgust delicacy." We design to notice one who in ancient times, and even to the present day, is universally allowed to be eminently worthy of the name of the Historian.

Herodotus, styled by Cicero, the Father of History, was born at Halicarnassus, in Caria, a large town of Asia Minor. Strabo informs us, that his parents were affluent and of illustrious origin. He flourished about the memorable period in which Xerxes invaded Greece.

When arrived at maturity, he was compelled to leave his native place, on account of the tyranny of Lygdamis, who had put to death Panyasis, the uncle of the historian. During the time of his exile, he travelled through Greece, Egypt, Asis, Thrace and Macedonia. Whilst a resident at Samos, he collected the materials, and formed the plan of his history.

At length, having heard that a conspiracy had been formed by many of the citizens of Halicarnassus to expel the tyrant who had so long oppressed them, he hastened to lend them his aid. They were eminently successful in dethroning the despot; but a faction, adverse to Herodotus, having gained a possession of the government, he was obliged to take refuge from its violence in Greece.

In the thirty-ninth year of his age, he attended the Olympic games, and recited to the vast multitudes which were assembled, several portions of his history. These were rapturously applauded; and the nine books into which his work was divided, by unanimous consent, were distinguished by the names of the muses.

His narrative includes in it, the most remarkable events through a period of two hundred and forty years, from the reign of Cyrus, the first king of Persia, to that of Xerxes, in which he lived. Twelve years after he had visited Olympia, he went to Athens, and read part of his history to the people at one of their public feasts. They not only loaded him with their praises, but made a decree, that ten talents should be presented to him as an acknowledgment of his merit.

It is thought remarkable, that though a Dorian, he should have written so well in the Ionic dialect. Critics generally allow him the place among historians, which Homer fills among the poets, and Demosthenes among the orators. There is certainly much ease, sweetness and elegance in his style. Cicero compares it to the course of the waters of a still river. With all his faults, he has ever been regarded as one of the most pleasing writers of antiquity.

Quintilian, noticing the works of this historian, says, "Many have written well; but every body owns that there are two historians preferable to the rest, though extremely different from each other; Thucydides and Herodotus. Thucydides is close, concise, and even sometimes crowded in his sentences; Herodotus is sweet, copious, and exuberant. Thucydides is more agreeable to men of lively passions; Herodotus to these of a sedater turn. The former is more energetic, the latter is more pleasing."

He left Athens, in the fortieth year of his age, with the colony who went to Thurium, in the south of Italy, to form a settlement. Lysias, the celebrated orator, as we have seen, accompanied him.—It is highly probable, that Herodotus closed his days among these adventurers; though some have affirmed, that his tomb was to be seen at Athens, among the monuments of Cimon.

The account which this historian has given us of Babylon is most astonishing. The greatest cities of modern times can afford us but a very faint idea of its strength and grandeur. Indeed, the prophet Isaiah calls it, "the glory of kingdoma, the beauty of the Chaldees' excellency." It stood on a large plain: its walls were eighty-seven feet wide, three hundred and fifty in height, and in compass, four hundred and eighty furlongs, or about sixty miles. The walls formed an exact square, each side of which extented fifteen miles. The bricks which composed it were cemented together with bitumen, and thus they became one firm solid mass.—An immense moat, or ditch, full of water, surrounded this vast fortification.

On each side of this great square were twenty-five gates, which were formed of solid brass. Between every pair of these gates, were three towers; and four more at the four corners of this great square; every one of these towers was ten feet higher than the walls.

From the twenty-five gates on each side of this great square, went twenty-five streets, in straight lines to the gates, which were directly over against them, on the opposite side; so that the whole number of the streets was fifty; each fifteen miles long, twentyfive of which went one way, and twenty-five the other, directly crossing each other at right angles. There were also four halfstreets, which had houses on one side, and the wall on the other; these went round the four sides of the city next the walls, and were each of tiem two hundred feet broad; the next were about one hundred and fifty. By these streets thus crossing each other, the whole city was divided into six hundred and seventy-six squares, each of which was two miles and a quarter in circumference .-Round these squares, on every side towards the streets, stood the houses, all built three or four stories high, and beautified with all manner of ornaments. The space in the middle of each square was employed for yards, gardens, and other such uses; so that Babylon was greater in appearance than in reality, nearly one half of the city being occupied in gardens and cultivated lands.

The Euphrates ran quite across the city, from the north to the south side. The wall, and the brazen gates extended along the banks on each side of the river. These gates were open in the

day, but shut at night.

Near one of the palaces were the hanging gardens, so greatly celebrated by the Greeks. They contained a square of four hundred feet on every side, and were borne into the air in the manner of several large terraces one above another, till they were equal in height to the walls of the city. The ascent was from terrace to terrace on steps ten feet wide. The whole pile was sustained by vast arches, raised one above another, and strengthened by a wall on every side, of the thickness of twenty-two feet. On the top of the arches were first laid large flat stones, sixteen feet long, and four broad; over these was a layer of reeds, mixed with a great quantity of bitumen, upon which were two rows of bricks, closely cemented together with plaster. The whole was covered with sheets of lead, upon which lay the mould of the garden. The earth laid on them was so deep, that the greatest trees might take root in it; the terraces indeed were covered with them, as well as with all other plants and flowers that were proper to adorn a pleasure garden. In the upper terrace there was an engine, or kind of pump, by which water was drawn out of the river, and from thence the whole garden was watered. In the spaces between the several arches, upon which the whole structure rested, were large and magnificent apartments, that were very light, and had the advantage of a most beautiful prospect.

The temple of Belus was another of the astonishing public buildings of Babylon. This tower, it is said, exceeded in height the greatest of the pyramids of Egypt. But one can scarcely give credence to all which the historian has related of this wonderful city. It is however of the highest importance to observe, that its history as recorded by Herodotus and the ancient historians, remarkably proves the truth of the Scripture predictions. God had said, when Babylon was in all its glory, by his servants, that it should be besieged and taken by Cyrus, at a particular period; and this it appears, was really the case. It had been forefold that desolation should come upon it suddenly; and we are informed that it was taken in the dead of a night of general revelry. The Almighty had declared, that he would break in pieces before Cyrus the gates of brass; and they were left open on the sides of the river, so that when the current was turned aside, the city became the easy prey of its invaders. The prophet had written "that God would sweep it as with the besom of destruction;" Isa. xiv. 23, and all historians and travellers assure us that this has been literally the case. The Turks distinguish the spot where it once stood, by a word which means a place turned upside down; or most entirely devastated. "Babylon," said Isaiah, "shall never be inhabited; neither shall it be dwelt in from generation to generation; neither shall the Arabian pitch tent there: neither shall the shepherds make their folds there; but wild beasts of the desert shall lie there; and owls shall dwell there, and satyrs shall dance there." All these predictions have been fulfilled. The whole history of the city and neighbourhood, affords a striking proof of the accomplishment of prophecy; and, consequently, of the truth of the Scriptures in general.

Perhaps the most interesting portion of the history of Herodotus is the narrative of the invasion of Greece by Xerxes. He informs us that this monarch employed four entire years in collecting his army, and in securing provisions. In the beginning of the fifth he began his march with an immense body of forces. It would be difficult to specify any nation of Asia which did not accompany him One of their first labours was, to throw a bridge over the Hellespont, to unite Asia to Europe. This work was no sooner completed, than a great tempest aroso, and destroyed it.

The childish monarch was so much enraged, when he heard of the circumstance, that he commanded three hundred lashes to be inflicted on the waters, and a pair of fetters to be thrown into the sea. "It is certain," says Herodotus, "that he ordered the persons who were to inflict the lashes, to use these barbarous and mad expressions; 'Thou ungracious water! thy master condemns thee to this punishment, for having injured him without provocation.—Xerxes, the king, will pass over thee, whether thou dost consent or not." What was much worse, this tyrant commanded the architects of the bridge demolished by the waves, to be beheaded.

"The march was conducted in the following order; first of all went those who had the care of the baggage: they were followed by a promiscious body of strangers of all nations, without any regularity; next came a thousand horse, the flower of the Persian army, who were followed by the same number of spearmen, in like manner selected, trailing their pikes on the ground; behind these were ten sacred horses with very superb trappings; the sacred car of Jupiter was next in the procession, drawn by eight white horses; behind which, on foot, was the charioteer with the reins in his hand; for no mortal is permitted to sit in this car. Then came Xerxes himself, drawn in a magnificent chariot. A thousand of the noblest Persians attended his porson, bearing their spears according to the custom of their country; and a thousand horse selected like the former, immediately succeeded. A body of ten thousand chosen infantry came next; a thousand of these had at the extremity of their spears, a pomegranate of gold; the other nine thousand had pomegranates of silver. They who preceded Xerxes, and trailed their spears, had their arms decorated with gold; they who followed him had, as we have described, golden promegranates; these ten thousand foot were followed by an equal number of Persian cavalry; at an interval of about two furlongs, followed by a numerous, irregular, and promiscious multitude." The river Scamander, it is said, failed in supplying water sufficient for themselves and their beasts of burden, In addition to the troops there were twelve hundred and seven ships. .

On their arrival at Abydos, Xerxes, on a seat of white marble, placed on an eminence, reviewed his troops. When he saw the Hellespont covered with his ships, and the plain beneath him with his troops, he at first congratulated himself as happy, but afterwards burst into tears. He observed to one of his officers, that he wept to think, that not one of that immense multitude would be alive in a hundred years. "He might have found," says Seneca, "another subject of reflection, which would have more justly merited his tears and affliction, had he turned his thoughts on himself, and considered the reproaches he deserved for being the instrument of shortening that fatal term to millions of people, whom his cruel ambition was going to sacrifice in an unjust and unnecessary war."

Leonidas, king of Sparta, with a chosen band, determined to secure the pass of Thermopylæ, by which Xerxes was now about to enter into the very heart of Greece. Xerxes, on approaching the spot, could not at first suppose, that a mere handful of men intended to oppose the progress of his vast army. After halting a few days, in which he expected to see them retreat, he ordered a detachment of soldiers to bring them alive into his presence. This they were not able to do, though the conflict endured for a whole day. The Persian king then sent a company composed of the flower of his troops, to arrest them; a great part of them perished in the attempt; and the eastern monarch was obliged to retire from the pass. This was also the case on the following day. After this a person offered to conduct the Persians through the path which led over the mountain to Thermopylæ; and thus rendered ineffectual the valour of those Greeks, who to the amount of three hundred, perished at this station.

Xerxes ordered the head of Leonidas to be cut off, and his body to be suspended on a cross. After this conflict, he advanced into Attics, burning all before him. He soon made himself master of Athens, as the inhabitants had abandoned it. The old people, with large numbers of the women and children had taken refuge in Trezene, whose citizens had received them with great kindness; and the remainder had gone on board their ships; this they had done the more willingly, as the oracle had informed them, that the state was to be saved by wooden walls. Xerxes reduced the citadel and a large part of Athens to ashes. Intoxicated with his success, he sent messengers to Susa, to carry the glad tidings. Such universal transport prevailed, that the Persians strewed their public roads with myrtle, burned perfumes, and indulged in the most extravagant joy. The scene however, was speedily changed. Soon afterwards, another person arrived with an account of the defeat and loss of the Persian fleet at Salamis; and this information produced universal sorrow; they tore their garments and mourned aloud; they were not so solicitous about the loss of their fleet as anxious for the person of their king; nor were their disquietudes calmed but by the arrival of Xerxes himself.

Fearing that the bridge over the Hellespont might be destroyed, and his retreat cut off, that monarch now began seriously to think of his own safety. Leaving with Mardonius three hundred thousand men, he commenced his departure by night. Within the space of forty-five days he arrived at the place of passage, with a very unconsiderable number of troops. His forces suffered very greatly in their march from want of provision. Having consumed all the corn and fruit they could find, they were reduced to feed on herbs, and the bark and leaves of trees. To this calamity, a postilence succeeded; which, with a dysentery, carried off great multitudes. Now he had arrived at the Hellespont, he found that the bridge had been broken down by the violence of the waves, and was compelled to pass the strait in a small boat. This was a spectacle, says the historian, very proper to show mankind the mutability of all earthly things, and the instability of human greatness; a prince, whose armies and fleets the land and sea were scarce able to contain a short time before, now stealing away in a contemptible vessel, almost without a servant, or an attendant! Such was the miserable termination of this vast expedition of Xerxes against Greece.

# Miscellaneous.

## MEMORY.

Soft as rays of sunlight stealing
On the dying day;
Sweet as chimes of low bells pealing
When eve fades away:
Sad as winds at night that mean
Through the heath o'er mountains lone,
Come the thoughts of days now gone
On manhood's memory.

As the sunbeams from the heaven Hide at eve their light;
As the bells when fades the even Peal not on the night;
As the night winds cease to sigh When the rain falls from the aky,
Pass the thoughts of days gone by
From age's memory.

Yet the sunlight in the morning
Forth again shall break,
And the bells give sweet-voiced warning
To the world to wake.
Soon the winds shall freshly breathe
O'er the mountains purple heath;
But the Past is lost in Death—
He hath no memory.

Dublin University Magazine.

# CHARACTER AND CAPABILITIES OF OUR CANADIAN SCHOOL SYSTEM.

From the Huron Signal of the 4th of November.

The chief end of education is to bring out and develop the faculties and powers of the being educated; and in the education of children, the physical, moral and intellectual powers, all requires to be developed. In our present system of common school education, these are all provided for—but frequently from the peculiar situation and construction of the school house and grounds attached, and the absence of any local provision for it—physical education is but inefficiently carried out; but in country places the want is not much felt, as children there are necessarily trained by the parents to habite of early and healthful industry. But where practicable, and especially in towns, some care ought to be exercised in the management of this department of education.\*

Moral education, is the next division of this important subjectand is perhap; the most difficult to manage in our common schools, owing to the peculiar prejudices of the parents-but we rarely see a teacher fail in this, whose own character is such as to inspire confidence. The great bane of our common school system is the fatal cry for separate schools. The principle of supporting our Schools which we know to be congenial to the wishes of the large majority of the people, would not be effected by Government offering the means to carry on a system of proselytism—for this would speedily cut up our Schools, unless the Government aid was given so liberally as to be excessively burdensome to the country-would render them a complete nullity; and in many neighbourhoods from the diversity of opinion, it would become absolutely necessary to cease from any public attempt to promote education in these localities. But we assert without fear of contradiction, that the large majority of the people do not require separate schools—they want a good, sound and cheap system of education, and this can only be fully brought into existence by uniting the energies of the whole people to carry out one system that shall be universally applicable .-The present enactment provides that the Bible may be read or not as the trustees and teacher may determine—the reading of the Bible and the study of the moral lessons in the admirable series of School Books now in use, under the direction of a prudent teacher, will insure a considerable attainment in moral education.

The intellectual character of our common Schools has greatly improved during late years, and this is owing primarily to the establishment of the Normal School, which has not only sent out a large number of teachers of superior qualifications, but has caused a very beneficial emulation among those teachers who could not avail them selves of the advantage of a Normal School preparation, and if the present system is persevered in, and properly supported by parents and trustees throughout the country—in a short time we shall not fear the comparison of its results with those of any other system on the face of the globe. The extent to which intellectual education ought to be carried in our Common Schools is of course unlimited, and it would be decidedly advantageous where grammar Schools exist, that they should be united with them—by this means a division of labour could be effected, which would be highly beneficial to all parties interested.

The great evil complained of, especially in large Schools—is that the various studies, and diversity of grades of attainment, unavoidably require the formation of numerous classes which can scarcely be duly attended to in the few hours allotted to daily teaching-but where the schools are sufficiently large, and especially where grammar Schools are attended, the employment of additional teachers and a division of labour would be productive of the happiest results and would well repay the parents and trustees any additional outlay required of them for such purpose. It is much to be regretted, but it is a notorious fact, that the remuneration and prospects of School teachers at present are not sufficiently inviting to preserve energetic and talented men long in their ranks-some improvement has already taken place in this respect, and if teachers will only take every opportunity to fit themselves for their self-denying work, and will faithfully perform its important duties—they will gradually become better appreciated, and will at no distant day rise to the prominent position in society to which their profession ought to advance them.

# INFLUENCE OF A NEWSPAPER.

A school teacher who has been engaged a long time in his profession, and witnessed the influence of a newspaper upon the minds of a family of children, writes to the editor of the Ogdensburg Sentinel as follows:

I have found it to be a universal fact, without exception, that

<sup>\*</sup>An admirable little work on this subject entitled "Physical Training in Schools," has lately been issued by the Education office, Toronto, Price ?4.



those scholars of both sexes and of all ages, who have had access to newspapers at home, when compared with those who have not,

- 1. Better readers, excelling in pronunciation and emphasis, and consequently read more understandingly.
- 2. They are better spellers, and define words with greater case and accuracy.
- 3. They obtain a practical knowledge of geography, in almost half the time it requires others, as the newspaper, has made them familiar with the location of the important places, nations, their governments and doings on the globe.
- 4. They are better grammarians, for having become so familiar with every variety of style, in the newspaper from the commonplace advertisements to the finished and classical oration of the statesman, they more readily comprehend the meaning of the text and consequently analyze its construction with accuracy.
- 5. They write better compositions, using better language, containing more thoughts, more clearly and connectedly expressed.
- 6. Those young men who have for years been readers of the newspapers, are always taking the lead in the debating society, exhibiting a more extensive knowledge upon a greater variety oi subjects, and expressing their views with greater fluency, clearness and correctness in their use of language.

## GROWTH OF THE ENGLISH LANGUAGE.

The following extract shows an in admirable mauner the vast improvement which has taken place in our vernacular tongue during the last four hundred years.

The extract is from nine articles which were proposed by the Earl of Warwick, as preceptor to Henry VI., in his minority, to the Lords and Council for their approbation, on the 29th of November, 1432: on the opposite column is a translation of it into modern English.

Articles de Monso. de Warrewyk | Articles declaring how the Earl touch le bon regime du Roy, ₫·c.,

For ye goode Reule demesyng and senretee of ye Kynges p'sone and draught of him to vertue and connyng and eschuying of eny ying yat mighte yeve empeschem't or let yrto or cause any charge defaulte or blame to be leyd upon ye Erle of WARRE-WYK at eny tyme withouten his desert he considering yat p'll and businesse of his charge aboute ye Kynges p'sone groweth so yat that anchorittee and power yeven to him before suffiseth him nought without more yrto desireth yrfore yees yinges yat followen:

Furst yat considering yat ye charge-&c. &c.

of Warwick took the charge of King Henry VI.

For the good rule, management and surety of the King's person and leading of him to virtue and cunning (knowledge) and eschewing of anything that might give impeachment or let thereto, or cause any charge, default, or blame, to be laid upon the Earl of Warwick at any time without his desert, he, considering that pearl and business of his charge about the King's person groweth so that that authority and power previously given to him is insufficient of itself, desireth therefore, these things which follow:

First, that, considering that the charge, &c., &c.,

## CONDENSED CHRONOLOGY.

A large part of the time and labor devoted to the study of History is generally lost, because pupils obtain no well-defined ideas of the chronology of the events recorded. For the same reason these pupils will, in subsequent life, read history with very little pleasure or profit, and will be likely to prefer other and less profit. ble reading. To remedy the defect above named, we know of no plan so successful as to have a general outline of Chronology thoroughly committed by every scholar, and frequently reviewed during the whole course of instruction.

The following, compiled from various sources, has been used by the writer for several years, and with the most gratifying results.

Chronology treats of the computation of time and the dates of important events: it is of two kinds—astronomical and historial. Astronomical chronology treats of the computation of time; historical chronology, of the dates of important events. Historical chronology is divided into ancient, mediæval, and modern.

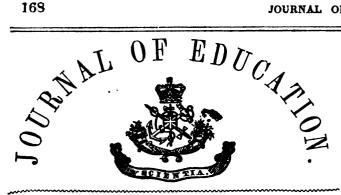
Ancient chronology extends from the Creation, B. C. 4004, to the Fall of Rome, A. D. 476, a period of 4480 years. Mediæval chronology extends from A. D. 476, to the Discovery of America in 1492, a period of 1016 years. Modern chronology extends from 1492 to the present time, a period of 361 years.

Ancient chronology is divided into three great portions by the Deluge, and the Advent of the Sevicur. They are denominated:

- I. Antediluvian ages, extending from the Creation to the Deluge, A. M. 1656, a period of 1656 years.
- II. Postdiluvian ages, extending from the Deluge to the coming of Christ, A. M. 4004, a period of 2348 years.
- III. Post-advent ages, extending from the Advent to the Fall of Rome, A. D. 476, a period of 476 years.
  - The Antediluvian ages are not subdivided into periods.
  - The Postdiluvian ages are divisible into eight periods:
- 1. From the Deluge, B. C. 2348, to the Call of Abraham B. C. 1921, a period of 427 years.
- 2. From 1921 to the Exodus of the Israelites, B C. 1491, 430 years.
- 3. From 1491 to the Building of the Temple, B. C. 1004, 488 years.
  - 4. From 1004 to the Founding of Rome, B. C. 752, 252 years.
  - 5. From 752 to the Battle of Marathon, B. C. 490, 262 years.
  - 6. From 490 to the Reign of Alexander, B. C. 336, 154 years.
- 7. From 336 to the Conquest of Carthage and Greece, B. C. 146, 190 years.
  - 8. From 146 to the Birth of Christ, a period of 146 years.
  - The Post-advent ages are divided into two periods :
- 1. From the Advent to the Reign of Constantine, A. D. 306, 306 years.
  - 2. From 306 to the Fall of Rome, A. D. 476, 170 years.
  - Mediæval chronology is divided into five periods:
- 1. From A. D 476 to the Heigira, or Flight of Mahomet, A. D. 622, 146 years.
- 2. From 622 to the Crowning of Charlemagne, A. D., 800, 178 years.
- 3. From 800 to the Landing of William the Conqueror, 1066, 266 years.
- 4. From 1066 to the Overthrow of the Saracens, 1258, 192 уеага.
  - 5. From 1258 to the Discovery of America, 1492, 234 years. Modern chronology is divided into five periods:
- 1. From 1492 to the Abdication of Charles V., A. D. 1556, 64 vears.
- 2. From 1556 to the Restoration of Charles II., 1660, 104 years.
- 3. From 1660 to the Declaration of Independence, 1776, 116 years.
  - 4. From 1776 to the Fall of Bonaparte, 1815, 39 years.
- 5. From the Fall of Bonaparte, 1815, to the present time.— Ohio Journal of Education.

"THAT IS A BOY I CAN TRUST."-I once visited a large public school. At recess, a little boy came up and spoke to the master; as he turned to go down to the platform, the master said, ' That is a boy I can trust-he never failed me.' I followed him with my eye, and looked at him when he took his seat after recess. He had a fine, open, manly face. I thought a good deal about the master's remark. What a character had that little boy earned! He had already got what would be worth more to him than a fortune. It would be a passport into the best store in the city, and what is better, into the confidence and respect of the whole community. I wonder if the boys know how soon they are rated by older people. Every boy in the neighbourhood is known, and opinions are formed of him; he has a character either favourable or unfavourable. A boy of whom the master can say, 'I can trust him; he never failed me,' will never want employment. The fidelity, promptness and industry which he shows at school are in demand everywhere. He who is faithful in little will be faithful also in much, Be sure, boys, that you earn a good reputation at school. Remember you are just where God has placed you, and your duties are not so much given you by your teachers or your parents, as by God himself. You must render an account to them, and you also will be called to render an account to him. Be trusty-be true.





# TORONTO, NOVEMBER, 1852.

Within the present month a box has been sent from the Education Office to each County Clerk in Upper Canada, containing copies of the Annual Report of the Chief Superintendent for 1851, for each Municipal Council, each County Board of Public Instruction, each local Superintendent, and each corporation of School Trustees in Upper Canada. Also a copy of the School Teachers' Register, for gratuitous distribution to each school section requiring it. See accompanying Circulars to Clerks of Counties and local Superintendents.

The amendments to supply some omissions in the present School Act, passed during the recent Session of the Legislature, will be found on page 161. The attention of local Superintendents, and of School Trustees generally, is directed to them. Some remarks explanatory of the new provisions of the law, &c., will be given in the December number of this Journal.

Official Circular to Clerks of Counties in Upper Canada, transmitting copies of the Chief Superintendent's Annual Report for 1851, and other documents for distribution among the various Municipal and School Officers.

DEPARTMENT OF PUBLIC INSTRUCTION FOR UPPER CANADA.

The Legislative Assembly of the Province has recently ordered a sufficient number of copies of my annual school report for last year (1851) to be printed, to furnish a single copy to each municipal council, school corporation, local Superintendent and Board of Public Instruction in Upper Canada; and I have recently transmitted a box to your address, containing a copy of said report for your county Council, county Board of Public Instruction, for each township council, each local superintendent, and for the trustee corporation in each township, city, town, and incorporated village in your county; also a Descriptive Catalogue of maps and other school requisites for each of the foregoing parties—a Teachers' Register for each common school in your county, to be given out as may be required upon the orders of local superintendents—a blank annual school report for each local superintendent and for the school corporation in each city, town, and village in your county, together with a few extra copies of the pamphlet edition of the school act, and of my annual school report for 1850, which also contains a copy of the school act and several other papers of permanent value.

All these documents are to be delivered without charge to the parties for whom they are intended; and I confidently rely upon your cooperation and efforts to distribute them with as little delay as possible. I am sure you will feel a pleasure in seconding the measures which, by the sanction of the Government and aid of the Legislature, I am enabled to adopt, for the wide circulation of the Annual School Reports, and for supplying each School with a Register, without charge to the Trustees or Teacher. Each local Superintendent will inform you of the number of School Reports, and School Registers, which will be required to supply the school sections under his charge; and should you require any additional copies of any of these documents, to accomplish the object proposed, I will be happy to forward them to you by mail or otherwise. I have the honor to be,

> SIR. Your Obedient Servant, E. RYERSON.

Education Office, Toronto, 30th Nov., 1862.

Official Circular to local Superintendents of Schools, transmitting copies of the Chief Superintendent's Annual School Report for 1851, and other Documents for the use of the Trustees of each School Section, &c., &c.

DEPARTMENT OF PUBLIC INSTRUCTION FOR UPPER CANADA.

I have transmitted to your County Clerk a sufficient number of my last annual school Report, and of Teachers' Registers, to furnish each school section under your superintendence. Also a blank form of annual Report, a copy of the Descriptive Catalogue of Maps and School Requisites, and a copy of my last annual Report for yourself. You will, therefore, please apply to him for the number of copies necessary to supply each of the school sections within your jurisdiction, and cause them to be distributed as The Post Master General has directed that soon as convenient. these documents shall be liable to no higher rate of postage than that charged upon parliamentary papers.

- 2. To the printed address of each set of School Trustees on the back of the Annual Report, you will be particular to add (in the blanks left for that purpose) the number of the school section and the township for which the Report is designed. The Registers, as well as the Report, will be given to each local Superintendent by the County Clerk as soon as he shall have received the box containing them, according to the number of school sections reported in 1851. Each report sent out is addressed to the party for whom it is intended; to prevent errors or confusion, therefore, you had better give a receipt to the County Clerk for whatever copies of the Reports or Registers you may require for distribution among the different school sections. I have already forwarded through the post office to your address, a sufficient number of blank forms of Trustees' annual school Reports for 1852.
- 3. In addition to a copy of my annual school Report, you will be gratified to learn that I am enabled by the sanction of the government, to furnish each school section with a School Register, without charge to the Trustees or Teacher. There cannot, therefore, in future, be the shadow of an excuse for not having each school provided with a proper Register for recording the names and daily and average attendance of children.
- 4. I am happy also to state that provision will also be made to enable me to furnish without charge, even for postage, to the par-ties receiving it, a copy of the next volume of the Journal of Education to the Trustees of each school Section, and to each local Superintendent of Schoolsthroughout Upper Canada. Having continued that periodical five years, without its being circulated in more than one thousand of the school sections in the country, I was unwilling to continue this labour and responsibility another year without some arrangement being made by which it should find its way all the school Sections for which it was intended. I am sure you will have much pleasure in learning that provision will be made by the Legislature for the accomplishment of this object, and that I will henceforth send a copy of the *Journal of Education* to the Trustees of each school Section, and to each local Superintendent of Schools in Upper Canada, without any charge to them even for postage. No effort will be wanting on my part to render as beneficial as possible to the people at large this liberal arrangement for the diffusion of educational and general knowledge; and I am

confident of your cordial cooperation in enabling me to do so. As I intend to furnish the December number of the Journal of Education (containing all needful information and suggestions as to the annual School Meetings to be held the second Wednesday in January, Annual School Reports, &c., &c.) to the Trustees of each school section in Upper Canada, I will transmit a sufficient number of copies to your address to supply the several school sections under your charge; and I must request you to have the goodness to address a copy to each of the Trustee Corporations concerned. I must also beg of you to favour me, between this and the first of January, with the post office address of the Trustees of each school section within your charge. The Journal will be addressed, not to individuals, but to "The Trustees of School Section No. —." What I desire from you therefore, is, merely the name of the post office at which the Trustees of each section shall be addressed.

5. Any suggestions which I may have to offer in regard to the school affairs of the ensuing year (which I hope will be more auspicious than any preceding one) will be found in the next number of this periodical.

I have the honour to be.
Sir,
Your obedient servant,

E. RYERSON.

EDUCATION OFFICE, Teresto, 38th Nov., 1852.

## THE TEACHING POWER.

It is a most fallacious notion, that if a man be a good scholar he will necessarily make a good teacher. We continually find men who possess plenty of knowledge, without having the slightest power of communicating it to others, especially to classes of children. To make a good elementary schoolmaster demands, above all things, a natural aptitude for teaching. A man who has such an aptitude will make a far better teacher, though he should possess only just the knowledge that he requires to convey and no more, than another with great attainments, but who has not this special qualification for the work. It is thus that we sometimes hear it paradoxically but truly observed of a man, that "he teaches more than he knows." He may not himself impart a great amount of actual information, but he so thoroughly trains the minds of his pupils, that they soon become accustomed to independent action, which is the ultimate object of all education. That man, of course, will make the best teacher who combines technical knowledge with teaching power; but we think most experienced instructors will agree with us, that the latter is far more necessary than the former. We are also of opinion that the knowledge is far more easily acquired than the special qualification, however much this may be despised. In fact, it appears to us that teaching power cannot be acquired at all. It may be much improved by training; but if a man does not possess it naturally, as a part of his original endowment, he will never possess it in any great degree. Technical knowledge may be acquired more or less by all; superior teaching power is the gift of nature, and is only possessed by a few.

The term teaching power affords in itself a confirmation of the fact, that the talent spoken of is a real natural faculty, peculiar to certain individuals. The Germans still more emphatically call it Lehrgabe, or teaching gift. We make these remarks, because the truth which we assert has not yet been sufficiently understood or acted upon in this country, and because this ignorance or disregard of it has been proved, and may still prove, an obstacle to the progress of popular education.—English Journal of Education for September.

# THE CLASSIFICATION, RECITATIONS, AND GOVERNMENT OF SCHOOLS.

Many teachers are now entering their schools for the winter term, and at this season a few suggestions will be appropriate, relative to the general arrangements of school, and plans for instruction.

The first object of the teacher, on commencing a school term, should be to classify the pupils. The usual time for school instruction is about six hours daily, hence, generally, not more than three hundred minutes can be spent in actual instruction, after deducting

time for recesses, changes of classes, &c. Now, if a school contains thirty pupils (which is a less number than most schools average), it leaves about ten minutes of instruction for each pupil, if not classified,

By arranging these thirty pupils into ten classes, each class might receive thirty minutes; and as many of the pupils would be in four or five classes, as spelling, reading, geography, arithmetic, and grammar, they would receive from two to two and a half hours' instruction each day. Here, then, is a great gain of time to the scholars by classification. Besides, the older pupils would receive much benefit by contact with the minds of other pupils in the class, which would otherwise be lost to them

Intimately connected with classification are recitations. For these there should be regular and stated times, and the scholars should understand that when the time came for any recitation it must take place, and that no excuses of the pupil could delay it. It would be well to adopt some plan by which all the lessons may be learned by each pupil in the class.

In recitations teachers should endeavour by all possible means to draw out the mind of the scholars, to teach them how to learn, and how to use what they learn. In all school instruction it is the teacher's duty to develop those faculties and teach those principles which will make useful citizens and good neighbours. Probably the future conduct and usefulness of many may be determined for life by the influences of the very term of school which they are now attending. How important, then, that the influence of that school be such as shall conduct to paths of usefulness.

The government of school is of vital importance to its usefulness. Let it then receive much careful attention. Have but few rules, and those of a simple and universal character. Do Right, is the all-important one, and it will apply to all the multitudinous cases of discipline which may come before the teacher. Impress the importance of a just and strict observance of this rule upon the minds of every pupil. Make them feel that they have a personal interest in all that relates to good conduct, order and improvement in the whole school.

By remarks upon general conduct, and by applying admitted principles of right and wrong to individual action, create a public sentiment in your school, which will frown upon everything bad, and approve of what is right in the conduct of the pupils. This accomplished, you will have a moral governor to regulate your school, whose influence will be tenfold more potent than any physical government which could be devised.—The Student.

# SCHOOLS AT HOME.

Few persons realize how much may be done in a thousand pleasant ways at home. Let a parent make a companion of his child, converse with him familiarly, put to him questions, answer inquiries, communicate facts, the result of his reading or observation, to awaken his curiosity, explain difficulties, the meaning of things, and the reason of things-and all this in an easy and playful manner, without seeming to impose a task, and he himself will be astonished at the progress which will be made. The experiment is so simple that none need hesitate about its performance. The first important requisite is, that there be mutual confidence between parent and child; then, in every season, and in every place, there may be such lessons and recitations as shall benefit both; imparting new facts and principles to one, and elucidating new views and giving them new force to the other. If at the barn, the boy may be required to give the principle of raising water by the pump, or some other question in hydraulies; if teaming or plowing, why the work is performed easier when the team is near the load than when farther removed; if in the morning when the grass is sparkling with pearly drops, how dew is deposited; or, if in the silent and impressive evening hours, why he is chilled in passing the valley, and finds again the genial warmth on ascending the hill. When around the fireside, daughters may state the principle upon which the smoke ascends the chimney, and why the air is warmest at the top of the room. At another time, why the "pitcher sweats" in the hot noon, or the "dough rises" in the pan.

By thus observing events as they pass, we are always at school; both old and young, teachers and pupils in turn. A new enthusiasm is kindled in the breast of each other, while new desires for improvement are awakened, and new sources for it are developed at each recitation.

# THE HONOURABLE DANIEL WEBSTER.

In connection with the brilliant sketch, published in the last number of this Journal, of the great Duke of Wellington's career from the pen of Guizot, the following educational and literary extracts from a funeral oration on the great American statesman, Daniel Webster, delivered by the Hon. E. Everett, LL. D., will be read with deep interest. Clay and Peel, Wellington and Webster, the most eminent men in the old and new worlds—have now become but celebrated personages of history. Dr. Everett remarked:—

I know, Mr. Mayor, how presumptous it would be to dwell on any personal causes of grief, in the presence of this angust sorrow which spreads its dark wings over the land. You will not, however, be offended, if by way of apology for putting myself forward on this occasion, I say that my relations with Mr. Webster run further back than those of almost any one in this community. When I was but ten or cleven years old, I attended a little private school in Short street, (as it was then called, it is now the continuation of Kingston street) kept by the Hon. Ezekiel Webster, the elder brother to whom I have alluded, and a brother worthy of his kindred. Owing to illness or some other cause of absence on his part, the school was kept for a short time by Daniel Webster, then a student of law, 47 or 48 years ago, and I a child of ten, our acquaintance, since then never interrupted, began.

When I entered public life, it was with his oncouragement.-When he came to the Department of State in 1841, it was on his recommendation that I, living in the utmost privacy beyond the Alps, was appointed to a very high office abroad; and in the course of the last year, he gave in the highest proof of his confidence, in entrusting me to the care of conducting his works through the press. May I venture, sir, to add, that in the last letter but one which I had the happiness to receive from him, alluding with a kind of sad presentiment, which I could not then fully appreciate, but which now unmans me; to these kindly relations of half a century, he adds-"We now and then see stretching across the Heavens, a clear, blue, cerulean sky, without cloud, or mist, or haze. And such appears to me our acquaintance from the time when I heard you for a week recite your lessons in the little school-house in Short street, to the date hereof," 21st July, 1852. . . \*

In preparing the new edition of his works, he thought proper to leave almost everything to my discretion—as far as matters of taste are concerned. One thing only he enjoined upon me with an earnestness approaching to a command. "My friend," said he "I wish to perpetuate no feuds. I have lived a life of strenuous political warfare. I have somtimes, thought rarely, and that in self-defence, have been lead to speak of others with severity. I beg you, where you can do it without wholly changing the character of the speech, and thus doing essential injustice to me, to obliterate every trace of personality of this kind. I should prefer not to leave a word that would give unnecessary pain to any honest man, however opposed to me."

Those works, as a repository of political truth and practical wisdom applied to the affairs of government, I know not where we shall find their equal. The works of Burke naturally suggests themselves to the mind, as the only writings in our language that can sustain the comparison. Certainly no compositions in the English tongue can take precedence of those of Burke, in depth of thought, reach of forecast, or magnificence of style.

I think, however, it may be said, without partiality, either national or personal, that while the reader is cloyed at last with the gorgeous finish of Burke's diction, there is a severe simplicity, and a significant plainness in Webster's writing that never tires. It is precisely this which characterizes the statesman in distinction from the political philosopher. In political disquisition, elaborated in the closet, the palm must perhaps be awarded to Burke over all others, ancient or modern. But in the actual conflicts of the Senate, man against man, and opinion against opinion; in the noble war of debate, where measures are to be sustained and opposed, on which the welfare of the country and the peace of the world dependwhere often the line of intellectual battle is changed in a moment no time to reflect, no leisure to cull words, or gather up illustrations but all to be decided by a vote, although the reputation of a life may be at stake-all this is a very different matter, and here Mr. Webster was immeasurably the superior.

Accordingly, we find historically, (incredible as it sounds, and what I am ready to say, I will not believe, though it is unquestionably true,) that these inimitable orations of Burke, which one cannot read without a thrill of admiration to his fingers' ends, actually emptied the benches of Parliament!

The poor boy at the village school has taken comfort as he has read that the time was when Daniel Webster, whose father told him he should go to college if he had to sell every acre of his farm to pay the expense, laid his head on the shoulder of that fond and discerning parent, and wept thanks he could not speak.—The pale student who ekes out his scanty support by extra toil, has gathered comfort, when reminded that the first jurist, statesman and orator of the time, earned with his weary fingers by the midnight lamp, the means of securing the same advantages of education to a beloved brother.

The turning point of Webster's life. The following from a letter written by Mr. Webster in 1844 will be eminently interesting :-- "On a hot day in July-it must have been one of the last years of Washington's administration, I was making hay, with my father, just where I now see a remaining elm tree, about the middle of the afternoon. The Hon. Abiel Foster, M. C., who lived six miles off, called at the house, and came into the field to see my father. He was a worthy man, college learned, and had been a minister, but was not a person of any considerable natural powers. My father was his friend and supporter. He talked a while in the field, and went on his way. When he was gone, my father called me to him, and we sat down beneath the elm, on a hay cock. He said, "My son, that is a worthy man—he is a member of Congress -he goes to Philadelphia, and gets six dollars a day, while I toil here. It is because he had an education, which I never had. If I had had his early education, I should have been in Philadelphia in his place. I came near it, as it was. But I missed it, and now I must work here." "My dear father," said I, "you shall not work. Brother and I will work for you, and wear our hands out and you shall rest"-and I remember to have cried,-and I cry now, at the recollection. "My child," said he, "it is of no importance to me-I now live but for my children; I could not give your elder brother the advantages of knowledge, but I can do something for you. Exert yourself-improve your importunities-lears. -learn-and when I am gone, you will not need to go through the hardships which I have undergone, and which have made me an old man before my time." The next May he took me to Exeter, to the Philips Exeter Academy-placed me under the tuition of its excellent precepter, Dr. Benjamin Abbott, still living. My brother Joe used to say that my father sent me to college in order to make me equal to the rest of the children!

"My father died in April, 1806. I neither left him, nor forscok him. My opening an office at Buscowan was that I might be near him. I closed his eyes, in this very house. He died at sixty seven years of age—after a life of exertion, toil and exposure—a private soldier, an officer, a Legislator, a judge—every thing that a man could be, to whom learning never had disclosed her "ample page." My first speech at the bar, was made when he was on the bench—he never heard me a second time."

# INTEGRITY IN BUSINESS.

The following are Mr. Everett's remarks at the recent dinner at Boston to the Right Honourable Thomas Baring, M. P., of London. It is a great thing to have it said of a company of bankers or merchants, or of any other association, that has been engaged in immense transactions for 100 years, that, "of the almost uncounted millions that have passed through their hands, not one dishonest farthing has ever stuck by the way." The very mention of it must nerve the integrity of thousands. What worth is there in such examples!

"I am greatly indebted to you, sir, for giving me an opportunity to join you in this tribute of respect to Mr. Baring, who is on every ground entitled to the favourable opinion and friendly regards of this company. This is a topic on which delicacy forbids me to say on the present occasion all that might with truth be said at any other time and place; besides that our respected guest has made it almost impossible for me to give utterance to my feelings, without seeming to engage with him in an exchange of compliments.



"This, however, I may say without impropriety even in his presence that he is a respected and most efficient member of a family and house, which now for nearly or quite a century has stood before the public not merely of England and America, but of all Europe and the farthest East, in a position of high responsibility and importance; exercising an influence on the commerce of the world, and contributing to the stability of its financial relations; exposed to the searching scrutiny of mankind, sharpened by the strongest inducements of public and private interests, in times of difficulty and peril; and all this without ever having the shadow of a reproach cast upon their good name!

"Of all the millions, I had almost said the uncounted millions, which have passed through their hands, not one dishonest farthing has ever stuck on the way. Through times in which the governments of Europe have been shaken to their centre—in which the dynaztics, whose roots strike back to the Roman Empire, have been overturned, and Emperors and Kings have been driven into exile, the commercial house of which our friend is a member, (connected as I believe it has sometimes been with the great financial arrangements of the day to a most fearful extent,) has stood firm for a hundred years on the rock of honour and probity, beyond reproach and beyond fear."

# FIRST "COMMENCEMENT" OF THE QUEEN'S UNIVERSITY IN IRELAND.

From the proceedings at the recent "commencement" or convocation of the Queen's Colleges in Ireland, we select several of the more interesting passages from the speeches of the Vice-Chancellur and Visitor of the University. A meeting of the senate of the Queen's University in Ireland, was held on the 14th ult., at Dublin Castle, for the purpose of conferring degrees. Shortly after three o'clock, his Excellency the Lord Lieutenant, accompanied by the Countess of Eglinton, entered St. Patrick's Hall, where a large and brilliant array of rank and fashion had assembled to witness the proceedings.

The Vice-Chancellor having taken the chair, addressed the senate and said-I take the liberty of opening what I may call the first public general meeting of this university, by making a few obsevations upon the purposes and objects of the institution. The degrees we are authorized to confer are those ordinarily conferred by other colleges and universities in the united kingdom. They are well known to the world of science, and I shall only observe of them, that her Majesty in the language of our charter, has declared that all persons who shall have completed their education in any of the Queen's Colleges, and shall have obtained such degrees in any of the several faculties of arts, medicine, and law as shall be granted and conferred by the chancellor and senate of the aforesaid university, shall be fully possessed of all such rights, privileges and immunities as belong to the several degrees granted by other universities and colleges, and shall be entitled to whatever rank and precedence attaches to the possessors of similar degrees granted by other universities. In addition to those degrees, it seemed useful to the senate to constitute a second class of honour, by conferring diplomas in several departments on students deserving of them. These diplomas have been instituted in the faculty of law, and in engineering and agriculture. They are not titles which confer on the persons who obtain them any special rights of privileges in their profession, or any advancement in it. In addition to those degrees and diplomas we have established a scale of merit by the institution of exhibitions for the candidates who may succeed upon examination for honors in the several departments. These consist in pecuniary exhibitions and medals, and are designed for students, who, having passed their examination for the degree or the diploma, shall be recommended by the examiners for competition in those higher branches which they are to be examined in before they can obtain those distinctions. Having then to confer the degrees and diplomas on students from the three colleges and having to institute a competition for those honorary exhibitions, it became our duty, in the term of the charter, to appoint fit examiners whose duty it would be to report to us on the merits of the respective candidates. In fulfilling this part of our duty, we felt that it behoved us to take care in the selection of examiners that we should present to the world at large a guarantee that the students of those colleges and graduates of this university possessed acquirements commensurate to the high distinctions they had obtained. Some

were taken from the Queen's Colleges of Belfast, Cork and Galway-some were taken from the Professors of Trinity College, Dublin, and some were selected from the general ranks of scientific and professional men. In this course of selection we have but followed the example of our Chancellor, the Earl of Clarendon, who took pains from all parts of the united kingdom to find out men of the most eminence in science, men the best qualified in literary attainments, and men of the highest professional station to undertake the duty of acting as professors in those colleges. Those institutions have been some few years in operation, and I think I may pass over this part of the subject very briefly, by saying that I think they have deserved and have received in that respect the confidence of the public. I believe that course of instruction has been laid down in them, and has been pursued under the direction of the professors, which is calculated to advance the learning, to stimulate the industry, and to develop the mental faculties of the students under their direction.

Religious Instruction .- I would also allude to that part of the arrangements of these colleges which provides not merely for the literary, scientific and professional education of the students, but for the sedulous care of their morals and religious conduct. In these institutions the students are not allowed at hazard to locate themselves where they please; in their respective cities, places of residence must be selected, and licensed by the authorities, and in addition to that, individuals must be selected from the ministers of the various religious persuasions to which the students belong, whose duty is to attend to their moral and religious care. In the statute passed for the direction of those institutions, her Majesty is authorized to appoint deans of residence who shall have the moral care and spiritual charge of their respective creeds, residing in the licensed boarding houses; and that the deans of residence shall have authority to visit the license boarding houses in which the students reside for the purpose of affording religious instruction to such students, and shall also have power to confer with their bishops, moderators, or other ecclesiastical authorities, to make regulations for the due observance of their religious duties, and to secure their regular attendance at divine worship; and those deans are directed to report annually to the heads of the colleges as to the condition of the students in those particulars.

Numbers in Attendance.—I am happy to say that the efforts which have been made have been well responded to on the part of the public, and that these colleges, although but a few years in operation, present a fair array of numbers of students frequenting their halfs. I believe that prior to this examination, upwards of four hundred students were congregated in the three colleges.

Continuous Attendance Required .- In attending those colleges, among the difficulties which the students have in some instances to encounter is one which is occasioned by the peculiar nature of the institution, which requires continued residence on the part of the students. It has seemed right, for directing the course of education in those colleges, to require that the students shall attend a regular course of lectures during certain portions of the year. But the students, in their zeal and thirst for knowledge, have endured all those privations and difficulties seeking only to attain that education which it is their highest ambition to possess. And I may add, that in certain schools, of which some members of this senate have official cognizance with myself, we have had instances of the same endeavour to meet privation and difficulties in the pursuit of of knowledge-we have had instances of journeys undertaken by children from considerable distances and sometimes of continued residence in the towns in which those schools are situated.

Degrees Conferred.—The Vice-Chancellor then called on seven gentlemen, whom he addressed respectively as follows:—"In virtue of my authority as Vice-Chancellor of this University, I confer upon you the degree of Doctor of Medicine."

The degree of Bachelor of Arts was then conferred upon twenty two candidates.

Three gentlemen received the diploma of Elementary Law.

The Vice-Chancellor next presented diplomas in Agriculture to three candidates.

The Vice-Chancellor then presented a number of medals and exhibitions of specified amounts to twenty gentlemen, which, he observed, had been awarded to them as an additional testimony to their merits.

Conclusion.—The Vice-Chancellor then addressed the Lord Lieutenant, and said that he had been deputed to convey to his Excellency the thanks of the Queen's University for his kindness in granting them the use of that noble apartment. His Excellency had seen all the Colleges upon whose students they had that day conferred so many honorary rewards, and was aware of the purposes to which they were dedicated. The charter of their university had placed the Lord Lieutenant of Ireland in a high position in connection with it, and coming, as his lordship did, from a land which might boast of one of the greatest schools of medicine in the world, and rich in the possession of a learned and time-honoured University, he trusted that his Excellency would, for that very reason, take an additional interest in the proceedings of the infant institution which he had that day condescended to honour with his sanction, and with his presence.

His Excellency then rose and said-Mr. Vice-Chancellor and Gentlemen, it is with great pleasure that I have been present on this, the first occasion on which the Queen's University of Ireland has come into active operation. You, Mr. Vice-Chancellor have rightly said that I have personally visited the three Colleges on whose students we have been conferring honours on the present occasion. I can assure you, that I admired every arrangement I then saw, but most particularly the tasteful manner in which those colleges have been built. And now, gentlemen, let me address a few words to you who have gained those honours to-day. In this free country there is no honour in the various learned professions, at the bar or even in the sepate, which may not be open to you. So far your destinies are in your own power; but remember that no talent will avail you if it be not coupled with good conduct, with temperance, with integrity, with religion. Serve God, honour your Queen, obey the laws of your country, and love your neighbour without distinction of creed or opinion, and you will prove yourselves worthy of the land which has given you birth, and of the magnificent institution in which you have received your education. I wish you all health and happiness. I congratulate you on the progress you have made to-day, and I trust that success will attend your future career.

The successful candidates then received the congratulations of the Vice-Chancellor and the Presidents of the Colleges, after which the proceedings terminated.

## WONDERFUL TREES.

Among the remarkable trees in the world, the following, of which we have here compiled brief descriptions, are some of the most curious:

THE GREAT CHESTNUT TREE.—On the one side of Mount Etna there is a famous Chestnut tree, which is said to be one hundred and ninety-six feet in circumference, just above the surface of the ground. Its enormous trunk is separated into five divisions, which gives it the appearance of several trees growing together. In a circular space formed by these large branches, a hut has been erected for the accommodation of those who collect the chestnuts.

The Dwarf Tree.—Captains King and Fitzroy state that they saw a tree on the mountains near Cape Horn, which was only one or two inches high, yet had branches spreading out four or five feet along the ground.

THE SACK TREE.—There is said to be a tree in Bombay called the Sack tree, because from it may be stripped very singular natural sacks, which resemble "felt" in appearance.

THE IVORY-NUT TREE.—The Ivory-nut tree is popularly called the Tagua plant, and is common in South America. The tree is one of the numerous family of Palms, but belongs to the order designated as Screw Pine tribe. The natives use their leaves to cover their cottages, and from the nuts make buttons; and various other articles.

In an early state, the nuts contain a sweet milky liquid, which afterward assumes a solidity nearly equal to ivory, and will admit of a high polish. It is known as Ivory-nut, or Vegetable Ivory, and has recently been brought into use for various purposes.

THE BRAZIL-NOT TREE.—The Brazil-nut tree may justly command the attention of the enthusiastic naturalist. This tree thrives well in the Province of Brazil, and immense quantities of its delicious fruit are annually exported to foreign countries.

It grows to the height of from fifty to eighty feet, and in appearance is one of the most majestic ornaments of the forest. The fruit in its natural position resembles a cocoa-nut, being extremely hard, and of about the size of a child's head. Each one of these shells contains from twelve to twenty of the three-cornered nuts, nicely packed together. And to obtain the nuts, as they appear in market, these shells have to be broken open.

During the season of their falling, it is dangerous to enter the groves where they abound, as the force of their descent is sufficient to knock down the strongest man. The natives, however, provide themselves with wooden bucklers, which they hold over their heads while collecting the fruit from the ground. In this manner they are perfectly secure from injury.

THE CANNON-BALL TREE.—Among the plants of Guinea one of the most curious is the Cannon-ball tree. It grows to the height of sixty feet, and its flowers are remarkable for beauty and fragrance, as is its fruit for its fragrance and contradictory qualities. Its blossoms are of a delicious crimson, appearing in large bunches, and exhaling a rich perfume.

The fruit resembles enormous cannon balls, hence the name. However, some say it has been so called because of the noise which the balls make in bursting. From the shell domestic utensils are made, and the contents contain several kinds of acids, besides sugar and gum, and furnish the materials for making an excellent drink in sickness. But, singular as it may appear, this pulp, when in a perfectly ripe state, is very filthy, and the odor from it is exceedingly unpleasant.

THE SORROWFUL TRRE.—At Goa, near Bombay, there is a singular vegetable—the Sorrowful tree—so called because it only flourishes in the night. At sunset no flowers are to be seen; and yet, half an hour after, it is quite full of them. They yield a sweet smell; but the sun no sooner begins to shine upon them than some of them fall off, and others close up; and thus it continues flowering in the night all the year.

THE COW TREE.—This tree is a native of Venezuela, South America. It grows in rocky situations, high up the mountains. Baron Von Humboldt gives the following description of it:

"On the barren flank of a rock grows a tree with dry and leathery leaves; its large woody roots can scarcely penetrate into the stony soil. For several months in the year, not a single shower moistens its foliage. Its branches appear dead and dried; yet, as soon as, the trunk is pierced there flows from it a sweet and nourishing milk.

"It is at sunrise that this vegetable fountain is most abundant. The natives are then to be seen hastening from all quarters furnished with large bowls to receive the milk, which grows yellow, and thickens at the surface. Some drain their bowls under the tree, while others carry home the juice to their children; and you might fancy, as the father returned home with this milk, you saw the family of a shepherd gathering around and receiving from him the production of his kine.

"The milk obtained by incisions made in the trunk is tolerably thick, free from all acridity, and of an agreeable and balmy smell. It was offered to us in the shell of the calabash tree. We drank a considerable quantity of it in the evening before going to bed, and very early in the morning, without experiencing the slightest injurious effect."

THE BREAD-FRUIT TREE.—This tree is found on the islands of the Pacific Ocean. The trunk rises to the height of thirty or forty feet, and attains the size of a man's body. The fruit grows about the size of a child's head. When used for food, it is gathered before it is fully ripe, and baked among ashes, when it becomes a wholesome bread, and in taste somewhat resembles fresh wheat bread.

This is a very useful tree to the natives; for, besides its fruit, which supplies them with food, its trunk furnishes timber for their houses and canoes; the gum which exudes from it, serves as pitch for the vessels, and from the fibres of the inner bark a cloth is made to cover their persons.

THE UPAS TREE.—For some ages it was believed that a tree existed in the East Indies which shed a poisonous, blighting, and deadly influence upon all animals that reposed under its branches; and that so fatal were its effects, that birds attempting to fly near it, fell to the ground and perished. For several years past, there being no reliable authority that such a tree really existed, it has

generally been supposed among the intelligent to be fabulous, and hence termed the "Fabled Upas Tree."

But a few years since, a tree was discovered in a peculiar locality in the East Indies, which it is believed gave rise to the wonderful accounts of the Upas tree. In the location where this modern Upas tree was discovered, there is a constant and dense collection of carbonic acid gas; consequently, all animals that come near it die, by breathing this poisonous gas. The cause of such an abundance of gas being collected in the locality of these trees is unknown.

A few months since, a tree was discovered on the Isthmus of Darien, which appears to have a similar influence on animal life. The Panama Star says, "A man, named James Linn, being fired, lay down under a tree to sleep, and on waking, found his limbs and body swollen, and death soon followed. Cattle avoid eating or ruminating under this tree."

THE TALLOW TREE.—This tree is found in China. It is called Tallow tree, because a substance is obtained from it resembling tallow, and which is used for the same purposes. It grows from twenty to forty feet in height.

LACE-BARK TREE.—In the West Indies is found a tree, the inner bark of which resembles lace, or net-work. This bark is very beautiful, consisting of layers which may be pulled out into a fine white web, three or four feet wide. It is sometimes used for ladies' dresses.

#### AN ELEMENT IN SUCCESSFUL TEACHING.

An excellent teacher knows what to impart and how to impart it, so that his pupils shall be interested in his narrative. This faculty is akin to that possessed by the orator. There are many teachers whose minds are full enough of instruction, but the manner in which they impart it is so devoid of interest, that their pupils suffer more than the pupils of men of less learning, but gifted with tact and energy. A dull teacher is never blessed with good pupils. The occupation of teaching is one full of interest, and if there be one who has learned to make it a mere, routine, let him leave the field to a better man. No one, whose soul is not easily and always enkindled by reading the thoughts of the great, or by some magic touch of the pen or pencil of genius, can expect to hold in sympathy the teeming mind of childhood. To succeed here, one must love the employment. If it is not too great for him, he will love it. No mechanical teaching will succeed. The teacher must be in just the condition he is striving to bring his pupil into: full of interest. He should seize the subject with a perfect enthusiasm, convey his truths all in flame, and they will leave an impression that will endure. But he need not be boisterous, and talk in a loud tone of voice. A noisy teacher is rarely-I might say never-an interesting one. To teach well, one must of course sacrifice himself; but he will not deem it a useless sacrifice, if he can thus buoy up his young immortals. He who would communicate a proper fervor to other minds, must be full of genuine fervor himself! Like leaven, it will communicate itself to the whole. A teacher must come to this work full of a disinterested desire to improve his pupils. He must be pure-hearted. There must be an earnest spirit within the man, that carries conviction to each one's heart, that he is just what he seems.

A teacher should have good thoughts. He should be a student himself, and bring some of his treasures to the sight of his pupils. He should show them that he is in search of just such wealth as they seek. Let him not fear to select for them a beautiful truth, from any science. They should thus be constantly taught that their teacher has many bright gems of thought in his mind—that they are his choicest treasures. His language should be simple, yet vigorous, conveying in few terms just what is intended.

A teacher should never have less love for a subject, because he has taught it long. He should be interested in his pupils, and the subject will be new. When the mind springs out to help a scholar trying to escape from the darkess by which he is encompassed, the sympathies are aroused, and efforts are made to simplify a subject the teacher thought he perfectly understood. It is just this state of mind that has produced so many excellent school books. A teacher, in passing over his ground often, finds means to reduce the number of principles, and teachers these better every time.

True teaching educates the heart as much as the intellect. Never allow one to be developed at the expense of the other. If the feelings of children are not kept alive in the school-room, their interest in their studies will die also.

The manner of the instructor will be such as to indicate the presence of deep feeling. He must be always in earnest, and never frivolous. The scholar who suspects that his teacher is not what he should be, will have no confidence in mankind. A teacher should be above mistrust. The pupil who believes that, out of the school-room, his teacher will take a course his conduct within it condemns, will not improve in either mind or heart. The confidence existing between a son and his father, is not more sacred than that which should and may exist between the pupil and his teacher.

To succeed in teaching, one must be perfectly at home in his subject, and plead earnestly and fluently as a model advocate for his client's life. Above all things, do it with a consciousness that you are working on impressible material; and if with a right spirit, you will have success. If you are successful, you will only be so when you have found a short and certain road to your pupil's attention and affection.—Ohio Journal of Education.

#### CO-OPERATE WITH THE TEACHER.

After having engaged your teacher or teachers, and provided a comfortable place for the school to assemble, and plenty of good dry wood well fitted and placed under cover, you have yet more to do or else your school will not answer the end for which it was opened. No teacher, however well qualified, can sustain himself and keep a good school, without the sympathy and co-operation of the parents and friends of education within the district. Every parent and every friend of sound, popular education, should, therefore, do all in their power to render the school as efficient for good as it is possible to make it.

It is true the teacher, if skilful and experienced, will most probably be the leader of the little host under his command, but unless his hands be staid up by the prayers and labours of those for whom he works, he can accomplish but little—and that little will cost him far more anxiety, toil, and vexation of mind, than keeping a good school would do, under favourable circumstances—such as when parents faithfully co-operate with, and emphatically sustain the teacher—one whom they have employed to help them in doing the most important work that parents can employ aid in doing, to wit, the right education and training of their children for an honorable place in the world that now is, and so to do this, as not to jeopard their happiness in that future state of being, for which this whole probation is but a preparation.

The first thing to be done in this work of co-operation is to see that your children are as well furnished with suitable books, that is to say, such as are deemed the best to aid them in doing the work in which they are about to engage. Never scold nor complain, nor find fault when you are requested to procure such books as are really necessary, for every farmer and mechanic knows that without suitable implements or tools to work with, he cannot accomplish the labour that he otherwise might. So in school, precisely—good books aid in doing more and doing it better—therefore, do not urge the objection mis-named economy, as a reason for not providing for your chidren all necessary school-books—and the teacher is, or should be the best judge in this matter. Ergo, if you would co-operate with the teacher, provide such books as are needed, asking no further questions for conscience's sake.

In the second place, if you would co-operate with your teacher you must see every morning of a school-day that your children are made ready and sent to school in good season—so as not to be tardy one minute—see also, that they take their books, pencils, &c., so that when they arrive at the school-room, the master's ears are not filled with I have forgotten this, or I have forgotten that, or something else—things which the child needs, and which the teacher cannot provide for the day. Children are forgetful and careless, and it is the part of the work of educating to correct these habits by steady attention on the part of both parents and teachers. No parents should permit their children to leave home until the mother or some one else sees that everything is in readiness.

In the third place, every parent should understand that it is expected of him that, in sending his children to school, he tacitly delegates to the teacher power to govern them while in school,



unless he expressly reserves it, and requests the teacher to send the children home to be corrected when disobedient. And when this power is delegated, it is reasonably supposed on the part of the teacher that he may use such means to restrain or constrain the children under his charge as are employed by parents. The teacher must establish his authority by bringing all to line in obedience to his will. Unless this be done, the first requisite of a good school will be wanting. When the teacher finds it necessary, as he sometimes will, to use force, in order to secure submission and obedience, the parent should not interfere, unless the teacher has abused the trust committed to him, or, in other words, the parent should no sooner meddle here, than he would with the nighbourhood government of parents over their children. If the child or children be abused, protect the injured, and see that justice is administered, and the weaker party protected from further injury of this kind. Do not by interfering, undermine the teacher's authority to govern his school, for where disorder prevails, the school cannot prosper, the children cannot grow in knowledge, wisdom, and virtue. Never take the sides with your children against the teacher, but rather sustain him, and never listen to charges made against him until you ascertain from other sources that there be good cause for complaint.

Fourthly, make it a rule to enquire of the children at the close of every day, What have you learned to-day? What lesson, if any, you have failed to recite? &c., &c.; thus showing the children that you feel a deep interest in knowing what they are doing, and thus manifest it by daily watching their progress.

These are some of the ways by which parents may greatly aid teachers in their arduous labours. Without some such aid and sympathy, there is scarcely a more forbidding vocation in which a man or woman with a conscieuce can be engaged—with sympathy and faithful co-operation from parents, there is hardly a more pleasant employment than that of teaching the young.—Rural New-Yorker.

#### Educational Intelligence.

#### CANADA.

#### MONTHLY SUMMARY.

At a Special Convocation of the University of Toronto, held lately, graces were passed for conferring the degree of B.A. on the following gentlemen: -J. T. Huggard, H. W. Peterson, E. J. Alma, Wm. Meudell, Wm. Boyd, S. J. Bull, C. W. Woodruff......The Picton Sun, of the 26th ult, strongly advocates some public provision being made for female education in the higher departments of knowledge. This provision has already been made in the Normal and Common Schools for a superior elementary education. Institutions, corresponding with the Grammar Schools and Colleges, are still wanting to render the system of female education complete ...... From the Hustings Chronicle, of the 4th inst., we learn that the examination of the County Grammar School took place on the 29th ult.-It was highly creditable. 60 pupils attend the school. Mr. J. Hammond succeeds Mr. Harding as assistant to Mr. Burdon.-Both were trained at the Normal School..... At a convocation, held on the 27th inst., the Honorable Robert Baldwin was elected Chancellor of the University, in place of the Hon. P. B. de Blaquiere resigned.....The formal opening of the Normal School for Upper Canada, took place in the theatre of the institution, on Wednesday the 24th inst. Various addresses were delivered; a full report of which will be given in the Journal for December.

Victoria College.—This Institution is high in public favour at present. The Session to-day opens with no less than eighty students, and arrangements have been made for a large number more who are expected to arrive almost immediately. But Victoria College is not the only educational establishment in Cobourg that is rapidly rising in public estimation. The Cobourg Church Grammar School is also making progress, the number of students being three times what it was last year.—Cobourg Star.

Colleges in Canada.—There are in Upper Canada five colleges possessing university powers, viz:—1. The University of Toronto, a provincial institution supported out of the public funds, i.e. by the sale of lands set apart for that purpose. 2. Trinity College, Church University an Episcopalian Institution, recently projected and established by Bishop Strachan, at Toronto. 3. Queen's College, at Kingston, a Presbyterian

Institution, in connection with the Church of Scotland. 4. Victoria College, at Colourg, a Methodist Institution, under the control of the Wesleyan Conference; and 5. Regiopolis College, at Kingston, connected with the Roman Catholic Church. In addition, there are in Upper Canada the following institutions, which are, properly speaking, superior grammar, or high schools, viz.:—1. Upper Canada College, Toronto, a provincial school. 2. Knox's College Toronto, a Presbyterian, (Free Church) theological school. 3. Bytown College, a Roman Catholic theological school. And very recently 4. St. Michael's College, Toronto, a Roman Catholic theological institution also. In Lower Canada there is but one College possessed of university privileges—McGill College, Montreal. Besides, however, a great number of very superior Roman Catholic colleges, theological and secular, there is one Episcopalian theological institution—Bishop's College, Lennoxville. The Baptists had a college at Montreal, but it has been recently closed.—Cor. N. Y. Commercial Adocratiser.

#### NOVA SCOTIA.

Acadia College. —The numerous friends of this Institution will be gratified to learn that there is now a strong probability that the endowment scheme, originating as we believe with the Rev. Dr. Cramp, will succeed. The proposition was to raise £10,000 by voluntary donations to be invested in 6 per cents, and already £7,000 of the amount have been secured on the 17th of October. There exists, therefore, little room for doubt that Nova Scotia may soon be able to boast of the existence of one College, handsomely endowed. This sum of £7,000 has been secured within a very few months, and it is expected the whole amount will be forthcoming before the 1st January, 1853, when the staff of Professors is to be enlarged, and the College re-opened under most favourable auspices.— Nora Scotian.

#### BRITISH AND FOREIGN.

#### MONTELY SUMMARY.

The degree of D.C.L. has been conferred on the Earl of Derby, by diploma, on the occasion of his election as Chancellor of the University of Oxford. The inauguration banquet has been deferred until after the funeral of the late Chancellor, the Duke of Wellington...... The National Education Society of England has been favoured with the usual royal letter directing a collection to be made in all the Protestant Episcopal Churches and Chapels throughout England...... The new Kingswood (Wesleyan) School, recently erected on Lansdown Hill, near Bath, was formally opened on the 28th ult...... The London Correspondent of the Edinburgh Witness states an interesting fact, that, Queen Victoria has a Sabbath and day class of children which she regularly teaches when she is at Windsor Castle. The recipients of the royal attention are children of the domestics of the castle.

Education in Scotland.—The General Assembly having appointed the annual collection for increasing the means of education in Scotland, to be made on the 10th of October, the education committee have issued a circular, in which it is stated that the General Assembly schools are attended more numerously than ever; the average attendance at all the 176 schools, on the 1st of April last, was seventy-one; and the whole number of those who had been receiving instruction at these schools for some period throughout the year, including 1,787 Sunday scholars, was 17,661; and if to these be added 1,122 attending the Edinburgh and Glasgow Normal Schools, the whole number of children receiving instruction, during the past year, at schools supported by the General Assembly, may be estimated at 18,784.

An Imperial Inspector of Schools in Russia.—A German journal has the following on the habits of the Emperor of Russia:-The Czar frequently rises in the middle of the night from the iron camp bedstead on which he sleeps, and getting into a droschki, drawn by a single horse, goes to inspect the public schools. Sometimes he leaves his palace on foot, and gets into the first hackney carriage that he meets with. In one of his nocturnal excursions the snow was falling in heavy flakes, and an islworstchik took him to one of the most distant quarters of the city. The sledge waited for him a long time, and when the Emperor returned, he wished to pay the coachman before he got again into the vehicle; but he found that he had no money. The driver replied that it was no consequence; and when the Czar was seated, he said, without thinking, "Na doma" (home). The man whipped his horse into a gallop, and drove to the winter palace, where he stopped. The Emperor, surprised, asked the man if he knew him. He replied, no; and on the following night received a royal gift, not for his veracity, but for his discretion. In his nocturnal visits to the schools, the Emperor examines carefully the thermometers in the corridors, to see if the persons charged with the fires keep up the prescribed degree of heat. He then inspects all the rooms, to see if they are in good order, and examines the beds of the pupils, their linen, and their bodies, to ascertain if they are kept with proper cleanliness. Sometimes, in order to judge of their physical strength, he provokes them them to a wrestling match. The remark made by Henry IV. to the Spanish Ambassador, "Are you a parent? then I may continue my play!" has filled all the rade mecum of tales more or less true; but nothing is more laughable than to see schoolboys fighting with the powerful Czar. In his most intimate circle he laughs with pity at all the improbable tales circulated against him, and which come to his ears. One day he said to the Marquis de Custine, in presenting to him several children of these public schools, whose flourishing health astonished every one, "Here are some of those whom I visit from time to time."

Schools for Scamen .- Endeavours are now being made, under the patronage of a number of influential shipowners and other benevolent persons, to establish, in London, Liverpool, and the various large ports of the empire, schools for the gratuitous instruction of such adult seamen and boys apprenticed to the sea as may be unable to read and write, or do so only imperfectly. It is calculated that there are at all times upwards of 4000 adult sailors in the port of London, and about 1000 boys, and it is a well-ascertained fact that fully one-half of this number have received but a very imperfect education, many of them, indeed, no eduacation at all. One school has already been opened in London, and it is intended speedily to establish three others in the metropolis. Several also will soon be opened in Liverpool, Glasgow, Portsmouth, &c The hours of school are from six to eight o'clock, P. M., for those who can attend by the permission of their captains two hours every evening: and from three to five in the afternoon for those who are waiting in port for engagements to go to sea. A note is taken of the name, place of birth, history, &c., of each pupil, as he enters, which individual particulars will be published in the regular quarterly reports, thus affording an interesting contribution to an important branch of moral statistics.

#### UNITED STATES.

#### MONTHLY SUMMARY.

Dr. Shattuck, of Boston, has given \$7000 to Dartmouth College for the purpose of erecting an observatory. The trustees are to raise \$3000 more for the purchase of instruments ..... We learn from the Worcester Transcript, that James Smith, of Philadelphia, lately a citizen of Leicester, has offered to the trustees of the academy in that place, a donation of \$10,000, on condition that by other subscriptions the sum shall be increased to \$15,000, before January 1st, 1953...... The effort to raise \$50,000 by scholarships to endow Delaware College, has succeeded...... We learn from the Boston Duily Advertiser that President Sparks has resigned the office of President of Harvard University. The resignation to take effect at the close of the present term..... The standing committee of the Board of Education, for the city of New York, have reported to the Board of Supervisors their estimate of the amount of money required for school purposes for the year 1853, viz. \$569,036 08.....The Board of Education for the city of Brooklyn, have just given out a contract to erect a single school at a cost of \$16,000. Canada does well, but this spirit of liberality exceeds hers.

#### Witerary and Scientific Antelligence.

#### MONTHLY SUMMARY.

A German gentleman, named Leidersdorff, who has just died, has left 400 thalers a-year to the heirs male of Schiller for ever, as "a tribute of admiration to the poet's genius.".....The Bank of England Library and Literary Institution, which was started under the auspices of the Directors, with a donation of £500 and apartments within the Bank, now numbers 600 members, and the library contains 4,000 volumes.....The city government of Boston have passed an ordinance providing for a permanent organization of the Free Public Library. It is to be under the charge of a board of seven trustees, five to be selected from the citizens, and one from each branch of the City Council. A committee of seven citizens is also to be annually appointed, to make an examination of the state of the library. Several donations of valuable books have been received, and also a check of \$1000 from Hon. Samuel Appleton, to be expended in books. Joshua Bates, Esq., of the firm of Baring, Brothers and Co., of London, has made a munificent donation of fifty thousand dollars to the city in aid

for the library, and that a free reading-room, capable of accommodating one hundred and fifty persons, shall be connected with the institution, ..... At a recent meeting held at Fonthill, in Pelham, resolutions were passed for the establishment of a Public Library in that village...... It has been proposed to place a memorial to the poet Wordsworth in the church now rebuilding at Cockermouth. It is the place of his birth, and he received the first elements of his education in the endowed school adjoining the church-yard. His father, also, was buried near the chancel. ......The Rev. Dr. Robinson has returned to the United States after a year's absence in Palestine, collecting valuable information respecting the typography of the Holy Land, &c. The results of the exploration, we learn, are very satisfactory, and will add much to the sum of our archæological learning. It is the purpose of Dr R. to compress the three volumes of his Researches into two, and to add a third volume of entirely new matter. That these results will take the place of established truths, and that his new work will become at once a standard authority on all questions relating to the Holy Land ...... The President of the United States (we learn from the New York Commercial Advertiser) has appointed the Hon. Edward Everett, LL.D., of Massachusetts, Secretary of State, to succeed the Hon. Daniel Webster, lately deceased; and Mr. Everett has signified his acceptance of the office. He has had the enviable honour of being recommended by Daniel Webster for the position next in rank and assimilation of duty to that which he is now called to fill, and of having been endorsed for that position by Henry Clay. His literary and academical career, as linked with the North American Review and with the Presidency of Cambridge University, has also acquired him an extensive and enduring reputation for scholarship of the first order. The appointment will give universal satisfaction. Mr. Everett is familiar with diplomacy. He was ten years in Congress, from 1825 to 1835, was subsequently Governor of Massachusetts, then United States Minister at London, and on his return accepted the Presidency of Harvard University, which he resigned after holding it for two or three years. Mr. Everett is a native of Boston and in his 59th year..... Thomas Thompson, of Edinburgh, a coadjutor of Jestrey, Sydney Smith and Lord Brougham in the establishment of the Edinburgh Review, died on the 2nd inst. He was a prominent member of the Scottish bar ..... From a statistical return just published by the Prussian Government, it appears that there now exist in that country 2.207 spinning-mills: 5.183 manufactories, dye-works. and cotton-printing establishments; 39,253 mills of different kinds; 12,960 large metal works; 17,165 breweries and distilleries; and 4,535 other manufactories of different kinds, making a total of 81,308 establishments, occupying 515,551 workmen ...... We learn from the Boston Traveller that G. P. R. James, Esq., delivered the funeral oration on the life, character, and public services of the late Duke of Wellington, before the British residents of Boston and their invited guests, at the Melodeon, on the 10th inst...... We have to announce the death of Dr. Scholz, one of the most distinguished oriental scholars of Germany. He was senior member of the Faculty of Theology at Bonn, and a Professor in the University of that town. He studied Persian and Arabic under the celebrated Sylvestre de Lacy of Paris; brought out a new critical edition of the New Testament, for which he consulted innumerable original docements; made a complete literary and scientific exploration of Alexandria, Cairo, central Egypt, Palestine, Syria, Marmarica, &c., and published accounts thereof. He also wrote several volumes on France, Switzerland, &c. He has bequeathed his valuable collection of Egyptian, Greek and Roman mannacripts, antiquities and coins, together with his very valuable library, to the University of Bonn ..... About 200 coins of the Roman Emperors, Gordian, Antoninus Pius, Gallienus, and Valerian, were found a few days ago in digging for arail-way near Villefranche, in France...... M. de Lamartine continues his literary labous with extraordinary industry. He has just brought out another volume, the seventh, of his 'History of the Restoration;' and the eighth and last is to appear before the end of the month...... Pensions have recently been conferred from the civil list, on Dr. Charles Richardson, author of the new English Dictionary, £75; and Mr. Francis Ronalds, of the Kew Observatory, £75, in "consideration of his eminent services in electricity and meteorology.".....One of the most learned and accomplished scholars of his day, Mr. Henry Fynes Clinton, died last week. The 'Fasti Hellenei' and 'Fasti Romani,' are works which entitle him to the high place he holds in modern classical literature..... The next annal meeting of the Scientific Congress of France is to be held at Dijon ......

of the library, on condition that the city shall provide a suitable structure

A Silk Newspaper.—In Pekin, a newspaper of extraordinary size is published weekly on silk. It is said to have been started more than a thousand years ago—somewhat earlier than the one under the patronage of the "Good Queen Bess!" An anecdote is related to the effect that, in 1827, a public officer caused some false intelligence to be inserted in this newspaper, for which he was put to death. Several numbers of the paper are preserved in the Royal Library at Paris. They are each ten and a quarter yards long.



Recent Interesting Orations at Edinburgh.-Four remarkable orations have recenty been delivered at Edinburgh. There was, first, Mr. Macaulay's address to the electors, when about making his first appearance as their representative in the new Parliament. The subjects were chiefly political; but he threw over them the brilliancy of historical and literary illustration for which all his speeches are conspicuous. The University of Edinburgh lately commenced its winter session, when the usual introductory address was delivered by the Very Rev. Principal Lee. Dr. Lee, after referring to the special occasion of the meeting, entered on a review of that portion of the recently published "Life and Letters of Barthold George Niebuhr,' the historian, which describes his residence at Edinburgh. The learned Principal, who was a college contemporary of Niebuhr, defended the University and the learned societies of the northern capital from the charges made by Niebuhr. In the course of his address, the learned Principal referred to the changes in the professorships since last session, especially to the retirement of Professor Wilson, and the appointment of Mr. Macdougal, concluding with an historical statement of the question of University tests, and an able argument against the views which in some quarters seem still to be entertained. On the following day, Mr. Macdougal delivered his introductory lecture in the Moral Philosophy Class-room, and was received with great enthusiasm by the students, and by the crowded and distinguished audience, including the professors and city magistrates, attracted by the unusual circumstances under which the Professor commenced his academical career. The lecturer justified the highest anticipations formed of him as the successor of Professor Wilson. On the same evening, a lecture was delivered in the Philosophical Institution, "On the Spirit of Hebrew Poetry," by Isaac Taylor, the author of the "Natural History of Enthusiasm." The citizens of Modern Athens have certainly enjoyed in these four addresses, delivered within two days, a display of eloquence, learning, philosophy, and genius, such as in this or any country is rarely surpassed.

Uncle Tom's Cubin.—The number of separate editions of "Uncle Tom's Cabin," issued to the 10th ult., was twenty-one, varying in price from ten shillings to a shilling, and even sixpence. Of this sixpenny edition, no less than two hundred and fifty thousand copies had been printed. The proprietor has already cleared, in the space of two or three weeks from this and other editions in which he is interested, about £4,000, and fully calculates they will yield him \$10,000. He employs four hundred men, women and children, constantly occupied in binding the work, and has scoured and cleared the warehouses of all the principal stationers to find paper for it. Messrs. Smith, the railway booksellers, have sold upwards of three hundred copies a day, of the better editions for some weeks past. The sixpenny edition they do not keep. It is confidently estimated that a profit will be realized to the publishers of these editions of not less than £20,000, and, (observes the Literary Gazette,) with the single exception noted in our article of last week, not a penny of this will go to the authoress!-London Weekly News .- 8000 copies of this work has been published in Toronto, by Mr. T. Maclear.

The Immensity of the Universe. - As a proof of what an immense book the heavens is, and also of the indefatigability of the student man in turning over its leaves, Dr. Nichol, in his work describing the magnitude of Lord Rosse's telescope, says that Lord Rosse has looked into space a distance so tremendous, so inconceivable, that light, which travels at the rate of 200,000 miles in one second, would require a period of 250,-000,000 of solar years, each year containing about 32,000,000 of seconds, to pass the intervening gulf between this earth and the remotest point to which this telescope has reached! How utterly unable is the mind to grasp even a fraction of this immense period; to conceive the passing events of a hundred thousand years only is an impossibility, to say nothing of millions and hundreds of millions of years. The sun is ninety-five millions of miles distant from the earth, yet a ray of light will traverse that immense distance in 480 seconds; long as the distance may seem to be passed in so short a time, what comparison can the mind frame between it and that greater distance, which Dr. Nichol and Rosse demonstrate, would require every second of that time to represent more than five hundred thousand years! And recollect the study of astronomy is not only useful to excite emotions of grandeur and sublimity at such discoveries, but it is the basis of navigation and of our note of time, and unites the strictness of mathematical reasoning and the most certain calculations.

Singular Geological Fact.—At Modena, in Italy, within a circle of four miles around the city, wherever the earth is dug up, and the workmen arrive at the distance of sixty-three feet, they come to a bed of chalk, which they bore with an augur five feet deep. They then withdraw from the pit before the augur is removed, and upon its extraction, the water bursts up with great violence, and quickly fills the well thus made, the supply of water being affected neither by rains nor droughts. At the depth of fourteen feet are found the ruins of an ancient city, houses, paved streets, and mosaic work. Below this, is again a layer of earth, and at 26 feet

walnut trees are found entire, and with leaves and walnuts still upon them. At 28 feet, is found soft chalk, and below this vegetables and trees as before.

Cleopatra's Needle.—The following is a translation of the inscription upon Cleopatra's Needle. "The glorious hero—the mighty warrior—whose actions are great on the banner—the king of an obedient people—a man just and virtuous, beloved by the Almighty Director of the universe—he who conquered all his enemies—who created happiness throughout his dominions—who subdued his adversaries under his sandals. During his life he established meetings of wise and virtuous men, in order to introduce happiness and prosperity throughout his empire. His descendants, equal to him in glory and power, followed his example. He was, therefore, exalted by the Almighty All-seeing Director of the world. He was the Lord of the Upper and Lower Egypt. A man most righteous and virtuous, beloved by the All-seeing Director of the world. Ramesis, the third King, who for his glorious actions here below was raised to immortality."—The Builder..

#### Postage on the Journal Discontinued.

As the Journal of Education has been constituted by His EXCELLENCY the official medium of communication from the Educational Department for Upper Canada, on all matters relating to the School Law, &c., we are happy to announce that, by an arrangement which has been made with the Honourable the Post Master General, in future no postage will be charged upon any of the numbers of the Journal passing through the Post Office.

#### HAMILTON CENTRAL SCHOOL.

THE Board of School Trustees in the City of Hamilton being anxious to secure the services of a competent Principal and Teachers about the commencement of the year 1853, for the new Central School recently erected in Hunter Street, are prepared to receive applications from parties desirous of obtaining those situations. Apply (if by letter, post-paid,) to W. L. DISTIN, Esq., Chairman of the Board, Hamilton.

FEMALE TEACHER WANTED to conduct the Female School in the town of Goderich. £65 is the salary now paid; but to a Teacher well qualified to give instruction in the Normal School System, the remuneration may be increased.

Apply to T. J. Robertson, Esq., Head-Master, Normal School, to J. G. Hodgins, Esq., Education Office, Toronto, or direct to the Board of School Trustees, Goderich.

TEACHER WANTED, by the 1st of January next, for School Section No. 3, Pickering. Salary liberal. Apply (if by letter, post paid) to WILLIAM ALLISON, Trustee, Rouge Hill P. O.

UST PUBLISHED and for Sale at the Depository in connection with the Education Office, Toronto. Ternis, cash. Physical Training in Schools in a series of Gymnastic Exercises, illustrated by upwards of 100 engravings of the different posi-tions of the Gymnast, with an introductory (illustrated) sketch of the Athletic Games of Antiquity. 8vo. pamphlet, pp. 32.
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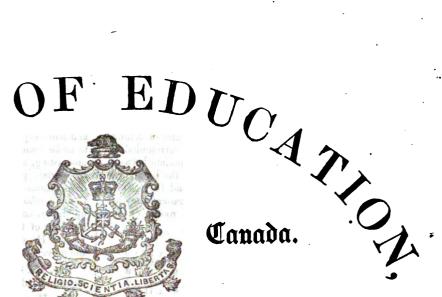
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All communications to be addressed to Mr. J. George Hodgins,

Education Office, Toronto.

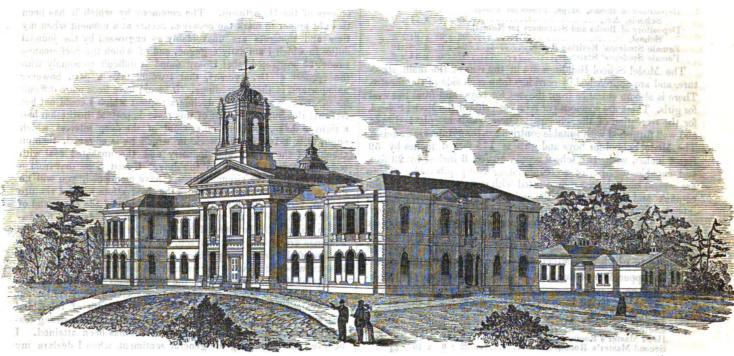
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Nº. 12.

VOL. V.

TORONTO, UPPER CANADA, DECEMBER, 1852.



FRONT PERSPECTIVE VIEW OF THE NORMAL SCHOOL, TORONTO, WITH THE MODEL SCHOOLS IN THE REAR.—INSTITUTED, A. D. 1847. PERECTED, 18 (IN CONNECTION WITH THE DEPARTMENT OF PUBLIC INSTRUCTION FOR UPPER CANADA.)

ce to the Education Offices is immediately in front, that of the Male St to to the right, from Church Street, and of the Female Students to the left, from Victoria Street.

CEREMONY OF OPENING THE NEW BUILDINGS OF THE NORMAL AND MODEL SCHOOLS FOR UPPER CANADA.

The ceremony of publicly opening the New Normal and Model Schools for Upper Canada, took place on Wednesday evening, the 24th ultimo, amidst the greatest interest and enthusiasm. beautiful and ample theatre was filled by a large assemblage. admission was by ticket, to prevent confusion, and as a necessary consequence, the greatest order and regularity prevailed. During the day the buildings were visited by hundreds of persons, some from the lively interest they took in seeing the structure so nearly completed, others with a view to obtain tickets for the evening ceremony. Numbers were disappointed in not obtaining tickets, as the demand was much larger than the accommodation could supply.

In connection with a detailed account of the proceedings at the opening, we present our readers with a Perspective View of this beautiful pile of buildings. They are an ornament to the city of Toronto, and will doubtless prove a blessing to the Province at

large. They have been erected on the most approved plan, and at the same time in the most economical manner. The entire cost, including the purchase of seven and a half acres of land in the heart of the city, will not much exceed £22,000. The land itself is worth upwards of £1000 per acre. The site is the centre of an open square, bounded on the east by Church Street, on the south by Goold Street, on the west by Victoria Street, and on the north by Gerrard Street. For the information of persons who may not be acquainted with these new streets, we would observe that this locality is a few rods east from Yonge Street, and about three quarters of a mile from the Bay. The elevated position of the buildings commands a fine view of the City, Bay, Island, and Lake; and, altogether, we do not believe a better or more convenient site could possibly have been selected...

The above cut represents the appearance of the Normal and Model Schools, as seen from Church Street, in a north-easterly direction. The Main Building faces Goold Street to the south. It has a frontage of 184 feet 4 inches, and is 85 feet 4 inches deep,

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The design of the building has been rather for utility than effect, still a fitness of decoration has been observed, in good keeping with the object of the erection. The front is in the Roman Doric order of Palladian character, having for its centre four pilasters of the full height of the building, with pediment surrounded by an open doric cupola, 95 feet in height. The Offices of the Department are on the ground floor of the main structure. The Theatre or Examination Hall is on the ground floor of this building, surrounded by a gallery, and lighted from the roof. It will accommodate between 600 and 700 persons. A room on the east side of the building is appropriated for the use of the male students, and the west for females; and except when in the presence of the masters, they are entirely separated. The number and size of the rooms on the ground floor is as follows:—

School of Art and Design, No. 1,	On the East Side :-							
School of Art and Design, No. 2,	School of Art and Design, No. 1,	36,	:	0′′	x	28`	:	0′′
Male Students' Retiring Room, 36: 0 x 30: 0 Council Room, 39: 0 x 22: 0 Male Students' Staircase, 17: 6 x 11: 0  On the West Side:—  Visitors' Room, 22\cdot 8" x 14\cdot 8" Second Clerk's Office, 22: 0 x 14: 3 Deputy Superintendent's Office, with fire-proof vault, 37: 11 x 22: 0 Chief Superintendent's Office, 28: 0 x 21: 0 Ante-Room to ditto, 22: 0 x 14: 3 Depository of Books, Maps, Prints for Public Schools, &c., 28: 0 x 21: 0 Depository of Books and Stationary for Normal School 22: 8 x 14: 8	School of Art and Design, No. 2,	36	:	5	x	28	:	U
Council Room, 39:0 x 22:0  Male Students' Staircase, 17:6 x 11:0  On the West Side:—  Visitors' Room, 22:8" x 14:3'  Second Clerk's Office, 22:0 x 14:3  Deputy Superintendent's Office, with fire-proof vault, 37:11 x 22:0  Chief Superintendent's Office, 28:0 x 21:0  Ante-Room to ditto, 22:0 x 14:3  Depository of Books, Maps, Prints for Public Schools, &c., 28:0 x 21:0  Depository of Books and Stationary for Normal School 22:8 x 14:8	Male Students' Retiring Room.	36	:	0	x	30	: '	U
Male Students' Staircase,       17:6 x 11:0         On the West Side:—         Visitors' Room,       22:8" x 14:8"         Second Clerk's Office,       22:0 x 14:3         Deputy Superintendent's Office, with fire-proof vault,       37:11 x 22:0         Chief Superintendent's Office,       28:0 x 21:0         Ante-Room to ditto,       22:0 x 14:3         Depository of Books, Maps, Prints for Public Schools, &c.,       28:0 x 21:0         Depository of Books and Stationary for Normal School       22:8 x 14:8	Council Room	39	٠	0	¥	22	. (	0
On the West Side:—  Visitors' Room,	Male Students' Staircase,	17	:	6	x	11	:	0
Second Clerk's Office, 22: 0 x 14: 3  Deputy Superintendent's Office, with fire-proof vault, 37: 11 x 22: 0  Chief Superintendent's Office, 28: 0 x 21: 0  Ante-Room to ditto, 22: 0 x 14: 3  Depository of Books, Maps, Prints for Public Schools, &c., 28: 0 x 21: 0  Depository of Books and Stationary for Normal School 22: 8 x 14: 8	On the West Side:—							
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Deputy Superintendent's Office, with fire-proof vault,	Second Clerk's Office.	22	:	0	x	14	:	3
vault,       37 :11 x 22 : 0         Chief Superintendent's Office,       28 : 0 x 21 : 0         Ante-Room to ditto,       22 : 0 x 14 : 3         Depository of Books, Maps, Prints for Public Schools, &c.,       28 : 0 x 21 : 0         Depository of Books and Stationary for Normal School       22 : 8 x 14 : 8	Deputy Superintendent's Office, with fire-proof							
Chief Superintendent's Office, 23 : 0 x 21 : 0 Ante-Room to ditto, 22 : 0 x 14 : 3 Depository of Books, Maps, Prints for Public Schools, &c., 28 : 0 x 21 : 0 Depository of Books and Stationary for Normal School 22 : 8 x 14 : 8	venit	37	:1	1	x	22	: 1	0
Ante-Room to ditto,	Chief Superintendent's Office.	28	:	0	x	21	: 1	0
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Depository of Books and Stationary for Normal School 22:8 x 14:8	Denository of Books, Maps, Prints for Public							
Depository of Books and Stationary for Normal	Schools, W.C.	28	:	0	x	21	:	0
School 22:8 x 14:8	Denository of Books and Stationary for Normal				_		•	
26 . B = 96 .10	School	22	:	8	x	14	:	8
Wemsie Mingenia' Reliffing Roullis sesses of a contract of the	Female Students' Retiring Room,	36	:	Ð	_	26	:1	Õ
Female Students' Staircase,	Famala Students' Staircase	17	:	6	-	ĩi	•	Õ

The Model School Buildings are in the rear of the main structure, and are approached by corridors from each side of the theatre. There is also an entrance from the east for boys, and from the west for girls. There are spacious yards on each side of the Model School, for the recreation of the scholars. These yards are planked over, and well furnished with suitable contrivances for gymnastic exercises. The Model School for boys and girls is 175 feet 6 inches by 59 feet 6 inches, with two school rooms, 56 feet 6 inches, by 23 feet, and capable together of accommodating 200 pupils each. There are several smaller class rooms, fitted with every convenience for the comfort and instruction of the scholars. In the gallery rooms, intended for the explanation of maps, illustrations of natural history, dro, dzo, the seats are raised, so that the pupils on each seat can look over the heads of those in front. Thus, a class of fifty or sixty can with ease, and without moving from their seats, examine every point on a map to which their attention may be directed by the teacher.

In the upper floor of the Normal School building are the follow-

Lecture Room, No. 1,	56`	:	0''	x	36,	:	0′′
Lecture Room, No. 2.	45	:	Ð	x	28	:	0
Lecture Room, No. 3	56	:	Ð	I	36	:	Ð
Lecture Room, No. 4,	32	:	8	x	28	:	Ō
Head Master's Room	22	:	0	I	19	:	51
Second Master's Room,	22	:	0	x	19	:	5
Museum.	42	:	0	x	22	:	o
Library,							
Laboratory,	21	:	6	x	12	:	Ô

The buildings are heated by hot air. The furnaces are in the basement, and surrounded entirely by brick-work; even the floors are brick. Water is let in from the City Water Works, and at two places in each floor in the building, (six places in all) provision is made for attaching hose and conveying water wherever it may be needed, in case of fire.

The grounds have been levelled and underdrained, and made ready for the purpose of conveying practical instruction in agricultural chemistry, botany, and vegetable economy.

#### THE CEREMONY.

The chair, on the occasion of the ceremony, was filled by the Honorable S. B. Harrison, Chairman of the Council of Public Instruction. On the platform were the Honourable the Chief Justice of Upper Canada; the Honorable Inspector General Hincks; the Rev. Dr. McCaul, President of the University of Toronto; the Rev. Dr. Ryerson, Chief Superintendent of Schools; J. C. Morrison, Esq., M.P.P., Rev. Mr. Lillie; Rev. Mr. Jennings; and J. S. Howard, Esq., Members of the Council of Public Instruction; G. P. Ridout, Esq., M. P. P., for the City of Toronto; and T. J. Robertson, Esq., Head Master.

The Hon. Mr. Harrison, said it had fallen to his duty, as Chairman of the Council of Public Instruction, to preside at this meeting, and the Council were exceedingly gratified with so large an assemblage on the occasion of the inauguration of these buildings, which have been fitted up for the purposes of Common School education. It would be out of place for him to make any remarks at this time, and more especially when there are so many gentlemen anxious to make some observations. He would simply state the order of proceeding, and the first upon this occasion would be a short and appropriate prayer, after that, those gentlemen prepared to make observations will be heard. The Rev. H. J. Grasett, a member of the Council, who was to have taken part in the proceedings, by offering up prayer, having been called away to Hamilton, had, with the concurrence of the Council, appointed the Rev. A. Lillie to take his place. He would therefore call upon the Rev. Mr. Lillie to open the proceedings in the absence of the Rev. Mr. Grasett.

Rev. Mr. Lillie having offered up a very appropriate prayer, the Chairman called upon the first speaker.

The Honorable J. B. Robinson, Chief Justice of Upper Canada, on being announced by the Chairman, said, Mr. Chairman:-It is an event of no ordinary interest that we are met to celebrate. It is now publicly announced that the building which the Province has erected for the accommodation of the Normal and Model Schools, is completed; and has been taken possession of by the officers of the Department. The ceremony by which it has been thought proper to mark the occasion, occurs at a moment when my time and thoughts are unavoidably so engrossed by the judicial duties in which I am daily engaged, and of which the performance cannot be postponed, that I have found it difficult to comply with the request of Dr. Ryerson, that I would take a part, however unimportant, in the proceedings. It would have been more difficult for me, however, wholly to decline a request which I could not but feel that the Superintendent of this most important institution had a right to make, not more on account of the deep interest which ought to be taken in the work in which he is engaged, than on account of the ability and industry and the unabated zeal with which he devetes himself to the duty. I must hope that from a consideration of the circumstances I have mentioned, you will be disposed to receive with indulgence the observations which I venture to offer, however little worthy they may seem of the cause and of the occasion, and of the spacious and elegant hall devoted to education in which they are delivered. The larger portion of this audience are probably, like myself, not entitled to speak with confidence of the grace and propriety of architectural designs; but it is acknowledged that so far as may be consistent with strength and durability, what the art of the builder aims at is to please,and to please not those only who can appreciate his difficulties but the greater multitude of observers who are ignorant of rules, and and who when they admire, they know not why, give a strong testimony that one great object of the artist has been attained. I believe I am expressing the general sentiment when I declare my admiration of the handsome edifice in which we are assembled. It would have been inconsistent with the circumstances of this yet new country to have expended much of the revenues necessary for the supply of so many pressing and growing wants, in decorating this structure with the massive columns and elaborate carving which are required for creating an imposing grandeur of effect; but we have here provided in a style fairly in keeping with the country, and with the object, a large, substantial, and well proportioned building-of durable materials, and yet of light appearance, and in its interior arrangements, I doubt not, perfectly well adapted to its purpose. I have heard it generally spoken of as a striking ornament of the city in which it occupies a convenient and appropriate position, and by whose inhabitants I trust it will come to be regarded in successive generations with growing favour. In my own judgment it does great credit to the taste and talents of the architect, and I wish, for the sake of Mr. Cumberland, that the opinion came from a quarter which could give it value. (Applause.) But these are minor matters. It is to the system of religious, intellectual and moral training that is to be carried on within these walls that the deeper interest attaches; for we stand now around the fountain from which are to flow those streams of elementary instruction, which, while the common school system endures, must be conducted from it into every city, township and village in Upper Canada,--I



might almost say conducted to every farmer's, mechanic's and labourer's dwelling; for the law has provided amply and certainly for placing, at no distant day, the education which can be obtained in this Normal School, within the easy reach of all. There will be no impediment from distance, no difficulty from straitened means; the most densely crowded quarters of our towns, and cities, and the remotest corners of our rural districts, will be sure to have their school houses, their teachers, their books and their maps.

Whoever reads the common school acts and considers the provision which they make for diffusing the system of instruction which they authorize, will see that its effects must inevitably pervade the whole mass of our population. And at what a time is its efficiency about to be felt! I speak with reference to the impulse given to agriculture and commerce, the spirit of enterprise called forth by the improvements in science, and the remarkable proofs which we are witnessing of the vivifying influence of increased population and of increased wealth. It would be difficult, I think, to point out a country in which at any period of its history the results of such a system could have deserved to be regarded with greater interest-or watched with more intense anxiety. It is not only the city which this building adorns that is concerned in these results,-not merely the surrounding country, whose inhabitants will enjoy more convenient access to this institution-not Upper Canada alone, for the Lower portion of the Province is scarcely less directly interested in whatever must influence the composition and acts and counsels of a government and legislature common to both. We may say with truth, that the interest even extends much farther. It is common for us to hear of that great experiment in government in which the vast republic near us is engaged. The world, it is said, has a deep interest in the result, and none it is most true, have stronger motives than ourselves for wishing that the experiment may prove successful in attaining the great objects of all good governments, by preserving order within the boundaries of the country governed, for it is unfortunate to live near unruly neighbours, foreign or domestic, and unsafe while we happen to be the weaker party. But in Canada, and the other Provinces of British North America, we have an experiment of our own going on, in a smaller way to be sure, but still on a scale that is rapidly expanding—and an experiment of no light interest to our glorious mother country, or to mankind. We occupy a peculiar and a somewhat critical position on this continent, and more than we can foresee may probably depend upon the manner in which our descendants may be able to sustain themselves in it. It will be their part, as it is now ours, to demonstrate that all such freedom of action as is consistent with rational liberty, with public peace, and with individual security, can be enjoyed under a constitutional monarchy as fully as under the purest democracy on earth—to prove that in proportion as intelligence increases what is meant by liberty is better. understood, and what is soundest and most stable in government is better appreciated and more firmly supported. The glorious career of England among the nations of the world demands of us this tribute to the tried excellence of her admirable constitution; it should be our pride to shew that far removed as we are from the splendours of Royalty and the influences of a Court, monarchy is not blindly preferred among us from a senseless attachment to antiquated prejudices, nor reluctantly tolerated from a sense of duty or a dread of change; but that on the contrary, it is cherished in the affections, and supported by the free and firm will of an intelligent people, whose love of order has been strengthened as their knowledge has increased—a people who regard with loyal pleasure the obligations of duty which bind them to the Crown, and who value their kingly form of government not only because they believe it to be the most favourable to stability and peace, but especially for the security it affords to life and property, the steady support which it gives to the laws, and the certainty with which it ensures the actual enjoyment of all that deserves to be dignified with the name of freedom. As soon as the legislature of Canada determined to apply so large a proportion of its revenue to the support of common schools, it became necessary to the satisfactory and useful working of the system that an institution should be formed for the instruction of the teachers, and it was a great advantage that before the circumstances of this country first called for such a measure, and rendered its application practicable on a large scale, the efforts of many enlightened and judicious persons in other countries had been for years directed to the subject; and all the questions of discipline distribution of time, methods of imparting knowledge, subjects of instruction, and the extent to which each can be carried, had engaged attention and had stood the test of experience. Many valuable books had been compiled expressly for the use of such schools, and great care and diligence had been used in making selections from the abundant stores of knowledge already available. And so far as those political considerations are concerned, which it would be culpable ever to lose sight of, we can fortunately profit without hesitation by all these important aids, being bound by the common tie of allegiance to the same Crown, and having the same predilections in favour of British institutions as our fellow-subjects of the United Kingdom. Without such a general preparatory system as we see here in operation, the instruction of the great mass of our population would be left in a measure to chance. The teachers might be many of them ignorant pretenders, without experience, without method, and in some other respects very improper persons to be entrusted with the education of youth. There could be little or no security for what they might teach, or how they might attempt to teach, nor any certainty that the good which might be acquired from their precepts would not be more than counter-balanced by the ill effects of their example. Indeed the footing which our common school teachers were formerly upon, in regard to income, gave no adequate remuneration to intelligent and industrious men to devote their time to the service. But this disadvantage is removed, as well as other obstacles, which were inseparable from the condition of a thinly peopled and uncleared country, traversed only by miserable roads, and henceforward, as soon at least as the benefits of this great Provincial institution can be fully felt, the common schools will be dispensing throughout the whole of Upper Canada, by means of properly trained teachers, and under vigilant superintendence, a system of education which has been carefully considered and arranged, and which has been for some time practically exemplified. An observation of some years has enabled most of us to form an opinion of its sufficiency. Speaking only for myself, I have much pleasure in saying that the degree of proficiency which has been actually attained, goes far, very far beyond what I had imagined it would have been attempted to aim at. It is evident, indeed, that the details of the system have been studied with great care, and that a conformity to the approved method has been strictly exacted; and I believe few, if any, have been present at a periodical examination of the Normal School without feeling a strong conviction that what we have now most to hope for and desire is, that such a course of instruction as they have seen exhibited, should be carried on with unrelaxed diligence and care. Of course, I shall be understood to be speaking only with reference to those branches of knowledge which formed the subjects of examination. There is, we all know, a difficulty which has met at the threshhold those who have been influential in establishing systems of national education; I mean that which arises from the number of religious seets into which the population is divided. This is not the occasion for entering into any discussion upon that painfully interesting question. Whatever difficulty it has occasioned in England or Ireland must be expected to be found here, applying with at least equal, if not more than equal force. I should be unwilling to suppose that any doubt could exist as to my own opinion on this question; and scarcely less unwilling to be thought so unjust and uncandid as not to acknowledge and make allowance for the difficulties which surround it. They are such I believe, as no person can fully estimate, until he has been called upon to deal with them, under the responsibility which the duties of Government impose. In the mean time, resting assured as we may, that no general system of instruction can be permanently successful which has not the confidence and cordial approval of the sincerely religious portion of the community-that portion, I mean, who will think it worse than folly to aim at being wise above that which is written—we must wait with hope and patience for the solution which this difficulty, to which I allude, may receive in other countries more competent to grapple with it-trusting that what may ultimately be found to be the safe and satisfactory course, may, by the wisdom and good feeling of the majority, be adopted among ourselves. When conflicting opinions upon this subject shall have been reconciled, so as to secure the full confidence and approval of those who are not indifferent to religious duties and considerations, it may be hoped that the system which is now being metured may arrive at that state of perfection, in regard to the regulations connected with it, that the Legislature may be able to

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leave it to operate from year to year without disturbance or material change, so that all classes may become familiar with its working, and that a feeling of attachment to it may have time to form before all associations connected with the subject shall be broken up by the introduction of a new machinery. For it is not under such disadvantages that institutions like this can do their work. They require to be ab'e to pursue their course of daily duties in peace, and free from the distraction of uncertainty, and the agitation and anxiety of change. (Applause.)

I close these observations by again adverting to the very remarkable period in the history of this Province at which the Normal School of Upper Canada has taken possession of its magnificent home. We are advancing with a rapidity that surprises ourselves, scarcely less than the people of other countries who have been suddenly awakened to the truth of our astonishing, but inevitable progress. It was but a few weeks ago that I read in the Westminster Review, one of the leading English periodicals that deals most frequently with Colonial subjects, an article written expressly for the purpose of impressing upon the British public a due sense of the importance of the North American Provinces, and of the great interests which with surprising rapidity are springing up within them, and claiming the attention of the mother country. In order to give force to his statements, the writer of this article speaks of it as a fact, which he evidently supposes will take his readers by surprise, that the British North American Provinces contain among them a population of not less than 1,700,000 souls; not imagining by authentic returns which had been published some months before he was writing, Canada alone contained nearly 150,-000 more people than he gave credit for to all these Provinces,and that in speaking of the whole collectively as he did, with the full purpose of saying as much as he could honestly say of their importance, he had sunk in his statement about 800,000 of their actual population. In all of these extensive Colonies of the British Crown, distinguished as they are by a loyal and generous appreciation of their position as a portion of the British Empire, the same spirit of enterprize is at this moment in active employment with the aid of singular advantages, in developing their great national resources. Every thing that we can see and feel at the present time, or can discern in the future, is full of encouragement to the farmer, the mechanic, and the labourer,—and as for the liberal professions, it is impossible that they can languish among a prosperous people. When it was proposed to unite the Provinces of Canada, the scheme first submitted to Parliament was to confer municipal institutions by erecting in the whole territory five great District Councils for municipal purposes, with power to a very considerable extent of controlling the action of the Provincial Legislature. But this suggestion was wisely, I think, abandoned, for these five Councils would have constituted so many little, but not sufficiently little Parliaments, inconveniently clashing with the Provincial Legislative body. In place of these we see established in our numerous counties, townships, cities, towns and villages, councils which better comport with the idea of purely municipal corporations, occupying themselves in improving the material and social condition of their respective localities, and smoothing, if I may so express myself, the asperities of a rough-because a new country. That these corporate bodies may know how to use, without abusing, their powers, it is indispensable that the great body of the people by whom they are elected should be intelligent and well disposed—able to distinguish between the evil and the good, not in morals only, but in what we may call in some degree matters of policy and government. Nothing can insure this but early discipline, and early and sound instruction. It is true that a little learning may in some cases do harm rather than good to the individual who possesses it, and may make him a less valuable, because a more dangerous member of society than he might have been without it. But these are exceptional cases. It would be as wise to reject the use of railways, because an occasional train runs off the track, as to hesitate to give education to the multitude for fear it may in some instances be perverted, as no doubt it will be to bad purposes. But in truth this question is now decided in every free country, and speculations about the comparative advantages of promoting or neglecting education would be a useless waste of time. The multiplying calls for intelligence in the varieties of employment which are daily increasing-the wonderful cheapness and facility which improvements in the art of printing have given in the production of books and news-

papers, and the quickened circulation of intelligence, which we derive from liberal postal arrangements and the magic wonders of the telegraph, mu t make the necessity of being able to read and write so great, and the desire so nearly universal, that the few who may remain without such instruction will be used to feel the marked inferiority of their position. And soon it will be literally true that in Upper Canada there will be no excuse for any person endowed with ordinary capacity, being found in a condition so degrading to a freeman, and so unsuitable to an accountable being. With everything to urge and to tempt them to the acquisition of knowledge, and everything to aid them in obtaining it, it will be impossible that the people of Canada can do otherwise than feel that in their case emphatically "poverty and shame shall be to him that refuseth instruc-It must take time, no doubt, before the prevailing influence of education can be so fully felt. The dispersion through so large a country, of a sufficient number of well qualified teachers by the instrumentality of this Normal School, cannot be instantaneous. Various circumstances concur to limit the number pressing forward in each year to avail themselves of its advantages—but the advance will still be rapid. It will be a quickly multiplying process. Each well informed and well-trained teacher will impart what he has learned to many, who in their turn, though they will not all be teachers, will all contribute in some degree, by what they have acquired, to raise the general standard of intelligence-crimes and vices, no doubt there will be, while there are men born with impetuous passions and with weak understandings; but the number of offences must be diminished, for there will be fewer to countenance, and more to reprove them. But I have already detained you too We shall have, I hope, from the Rev. Superintendent, and from other gentlemen, some interesting details of the system and progress of the Normal and Model Schools, which have been founded by the Legislature on so liberal a scale, and are to be henceforth so admirably accommodated. And I am sure you will heartily and sincerely unite with me in the wish that they may become powerful instruments in the hands of Providence for advancing the welfare of this Province, and promoting the temporal and eternal happiness of its people. (Great applause.)

The Honourable Francis Hincas, Inspector General of Public Accounts, rose amidst great applause. He said: Ladies and Gentlemen, I have seldom found myself in the position of a greater embarrassment than I do on the present oscasion, having to follow a gentleman of the ability and eloquence of the Chief Justice, who has just addressed you. I feel particularly embarrassed on the present occasion, because I am under the necessity of saying that I present myself before you totally unprepared to address you in that manner which you have certainly a right to expect from the announcement made in connection with this opening ceremony. When the Reverend the Superintendent of Education spoke to me in Quebec, two or three weeks ago, upon the subject, I had no idea that I should be called upon to do more than to move a resolution. He then stated to me that this building was to be opened, and was kind enough to invite me to take a part in the proceedings. I felt not only from the interest I have taken in Common School Education, but from the position which I occupy, that it was my duty to avail myself of the opportunity of being present at such a ceremony. I feel that it is the duty of members of the Government to endeavour to be present upon occasions like this, and I only regret that since I have been a member of the Government, I have so seldom been able to avail myself of meetings of a similar character to the present. The responsibility of my want of preparation must rest with the Rev. Superintendent, but I have not the slightest doubt the he will be able to give a full explanation of the system which will be pursued here, and I am sure no one is more capable than he is to give such an explanation. My own remarks will be brief indeed, for since my arrival in town it has been impossible for me to arrange my thoughts upon the subject. As my worthy friend the chairman has said I have taken an interest in the various bills which have been introduced upon the subject of Education. I may say with regard to this as well as to our Municipal and our assessment laws, and other great measures, I am one of those who think that we cannot arrive at perfection at first. It requires the practical experience of the people themselves in the working out these systems before we can reach anything like perfection. All the various measures introduced upon the subject of Common School Education, have been improvements upon the measures that have

preceded them (Applause,) and I certainly think that the friends of the system of Education which has prevailed in this Province must feel proud upon the present occasion, for this event is a great triumph to their principles. There has been a great deal of opposition to anything like a system of education, from persons who have not given so much attention to the subject as those who have matured this measure. There has been much alarm expressed by many people that there was too great a system of centralization aimed at, and a great deal of opposition has been manifested in consequence. I have never been an advocate of a system of centralization; but I believe our system has been managed in such a way that no offence can be taken at it. It has been worked in such a way as to give advice rather than to coerce the people. A great deal of power has been left with the people, and the Chief Superintendent has rather endeavoured by moral influence to induce the people to adopt a uniform system of education, and a uniform series of school books, &c., that there might be as uniform a system as possible throughout the country. (Applause.) It is impossible without a central organization of this kind, that the necessary statistics can be obtained, or a correct view given of an educational system, and I believe a great deal of good must result from the obtaining of these statistics. With regard to this institution so far, it has been most successfully conducted, and I feel bound to say that we must attribute all the merit of that success to the Rev. gentleman who has been at the head of our Common School system. (Great applause.) It is only due to that Rev. gentleman that I should take this public opportunity of saying that since I have been a member of the Government, I have never met an individual who has displayed more zeal, or more devotion to the duties he has been called upon to discharge, than that Rev. gentleman. (Great applause.) A good deal of opposition has been manifested, both in and out of Parliament, to this institution, and a good deal of jealousy exists with regard to its having been established in the City of Toronto. I can speak from my own experience as to the difficulties experienced in obtaining the co-operation of Parliament, to have the necessary funds provided for the purpose of erecting this building. I will say, however, that there never was an institution in which the people have more confidence that the funds were well applied than in this institution. There is but one feeling that pervades the minds of all those who have seen the manner in which this scheme has been worked out. In regard to the school itself, the site has been well chosen, the buildings have been erected in a most permanent manner, and without any thing like extravagance, and I have no doubt, there will be no difficulty in obtaining additianal Parliamentary aid necessary to finish them. I feel, Ladies and Gentlemen, that I must again apologize for the total want of preparation. The hon. gentleman sat down amidst applause.

The Rev. Dr. McCaul, President of the University of Toronto, who, upon being announced by the Chairman, was greeted with much Warmth, said, that in addressing a few observations on this interesting occasion, he would follow the example set by the hon. gent., who had just sat down, as far as brevity is concerned, not merely because no intimation had been given him until a short time since that it was expected he should appear before them, and he was not as familiar as he could desire, with the details of the institution, but also because he considered it unnecessary to dilate on topics which had been so ably handled in the addresses which had already been delivered by the speakers who had preceded him. He would commence by congratulating the Chief Superintendent of Education, and the members of the Council of Public Instruction, on the success which has attended their exertions. The building itself is an ornament to the city, and a credit to the architect, and as we look around upon this beautiful theatre, -and bear in mind the admirable arrangements which have been made throughout every part of the edifice, we cannot but feel satisfied that the remark has been justly made by the Inspector General,—that the appropriated funds have been most judiciously expended in the erection of this pile of buildings, whose inauguration we are now celebrating. But what, he would ask, is the chief thing which gives interest to this meeting? It is not the pile of buildings, however taseful the design and substantial the execution, -not the rooms, however capacious and convenient; no, it is something which commands a higher and a deeper interest than the graces of architecture or the commodiousness of arrangement—it is the work that is to be carried on within these

walls,—a work second in importance to none in the province, for it is destined to perpetuate its benign influences throughout successive Yes, the stamp which education impresses, however faint at first, or difficult of recognition, remains permanent and enduring, and continues indelible from age to age,—se that whatever be the national characteristics of the population of Canada, the influence of that system of instruction brought forward, as has been stated, in 1841, and spread throughout the country by the agency of the Normal School will be perceptible in its distinctive features. The diffusion of Education by properly qualified instructors is the grand and ultimate end of the work to be pursued within these walls, but the immediate object is the preparation of the teachers, through whose agency this end is to be attained. Now the work of preparing competent instructors comprehends not merely the necessary literary and scientific qualifications, but also the teaching them how to teach-a most important distinction; because, in the experience of those best acquainted with this subject, it is not the most finished scholar, nor the man of the greatest information that is best qualified to communicate it; for it frequently happens that those who have the highest attainments are not the most effective teachers. Hence the necessity of the Normal School, with its drill and its discipline. Even though it be true that the aptitude to teach is the gift of nature, yet who does not know that the gifts of nature are susceptible of improvement by art—that endowments which might have lain inactive, or been but imperfectly developed, are thus matured and called into effective operation?—that the most favourable direction and the most advantageous exercise of the faculties are communicated by rules, the result of experience? And how important is it that teachers should be properly qualified for the duties of their responsible office! of what immense consequence to the community at large, whose interests are so deeply involved! Of what vast importance too to the body of teachers themselves, as forming a profession! Time was, when but little attention was paid to the dignity of this most honourable occupation-when neither the community nor the teachers themselves seemed to have adequate ideas of the importance of the office of instructor. But these things have happily been in a great measure remedied. [Applause.] Teaching is now pursued, not as an occupation, hastily taken up for want of a better, to be as hastily thrown off when something more advantageous presents itself, but as a permanent pursuit, requiring much previous study and training, and calling into exercise the highest and best of man's intellectual and moral endowments. The community too, while they have become sensible of the danger of trusting their children, whose happiness both here and hereafter may depend on the character of the instruction received, to persons incompetent for the task, have also learned that they cannot expect that task to be properly discharged if they treat those who devote themselves to it, with little liberality and less respect, and force the best qualified among them, from the want of the remuneration which they have a right to expect or of the consideration which is their due, to apply their abilities to other pursuits. But I have said the diffusion of the blessings of education throughout the land is the ultimate end of the work which is to be pursued within these walls. What mind can justly estimate—what tongue can adequately express—the benefits which must flow from such a diffusion? What influence will it have in elevating the tastes and in repressing low and debasing habits? And oh! how many are there who if they had but the avenues of enjoyment thrown open to them which education presents, would never have fallen into the grovelling habits which bave ruined both themselves and their families. But in another respect too, the diffusion of education must exercise a most important influence throughout the country. We live in times when the tendency is to a diffusion throughout the masses, of a greater amount of political privilege than has hitherto been usual. The times exist when the majority of the people must exercise political privileges [applause], and if so, of what immense importance is it that the masses should be educated—that they should be placed in such a position that they should know their independence and understand their rights—that they should possess that power, which education gives, of protecting themselves against religious or political impostors.

The learned Chief Justice has referred to the advantages which we enjoy under our form of government. Of what consequence it is that the people should be able to understand and be prepared to show, that they maintain their allegiance to the British Crown

and their adherence to the limited monarchy under which they dive, not through any antiquated prejudices, nor yet through any traditionary veneration, but because, though familiar with the operation of another form of government on the opposite side -- and I underrate not the advantages of that system, for there are many things we might safely imitate—they prefer that which they have, entertaining the well grounded conviction that under a limited monarchy such as that of England, they can enjoy all real advantages and all real individual liberty for themselves and for their children, and under it have happiness here, and the means and opportunity of preparing themselves for happiness hereafter. [Great applause]. So far as he had spoken, (he said,) he had referred to the diffusion of intellectual and moral education. But there is another most important element which he would briefly notice, with reference to religious aducation. The Chief Justice touched upon it slightly, with that eaution which the importance of the subject required, and that skill which characterises everything that falls from that learned gentleman. [Applause]. In referring to the subject, he (Dr. McCaul) had no hesitation in expressing his opinion that one of the features connected with the Normal School which he most admired was, that provision is made for religious instruction. [Applause.] The difficulties of this question, on which such strong feeling exists, arise from the diversity of opinions which prevail throughout the Province, and the necessity of respecting such opinions, however opposed to each other. He said the necessity, for all are bound to respect the rights of conscience; nor is there any one more likely to treat with deference the conscientious scruples of his neighbour than the man who most strictly regards his own; nor, on the other hand, is there any one more likely to treat such scruples with indifference or contempt, than he who has never himself felt the force of such ourbs, nor been checked by their restraint. How then, under such circumstances, is religious education to be provided for? Some persons believe that no system of education ought to exist, in which the persons who conduct it, do not at the same time communicate religious instruction. Others believe that secular instruction may be given by one party, and that religious instruction should be communicated by those whose especial province it is to give such instruction. But however that may be, whether the same or different persons are to train up our youth in the knowledge and fear of God; of this there can be no doubt, that there is no party in the Province, whose influence is worth considering, that does not believe that religious instruction is indispensable, that every system of education is imperfect, unless accompanied by training in the nurture and admonition of the Lord. When he considered the advances already made in Common School education in this Province, the number of competent teachers sent out from the Normal School, and the multitude of children receiving instruction, he could not but feel that there is a prospect of the realization of that hope which he had long cherished, that there would yet be attained in this Province what he regarded as perfection in a system of public education under public grants. He conceived that the public funds should provide means whereby the successful but indigent scholar might be enabled to pass through the successive stages of education, until he reached his profession, and there developed the abilities which God has given him. [Applause.] That he conceived to be the perfection of national education, which places the humblest man in, so far as the prospects of his children are concerned, in a position equal to that of the man of the amplest means. They all knew meny, who have sprung from that class, who have done honor to England, and he doubted not, that ere his own career was closed, he would have the gratification of seeing some of the same class gracing the highest posttions in the Province—who were originally educated at the Common Schools from the public funds-who from the Common School proceeded to the Grammar School, where they also received free education-and from that were admitted to the University, where, by means of the Scholarships provided by that Institution, they qualified themselves for a successful professional career, and by their own ability and industry, blessed by the favour of the Almighty, and fostered by the liberality of the Province, enrolled themselves as members of that aristocracy of talent and learning, which, though it derives no horrowed light from the splendour of ancestry or the dazzle of wealth, yet shines with a lustre, peculiarly its own, the radiance of those purer and brighter beams, which emanate from the self-reliance and independence that characterise the man who under God has been the maker of his own fortune. [Great applause.]

The Rev. Dr. Ryrrson, Chief Superintendent of Schools for Upper Canada, rose smidst applause. He said it had not been his intention to make any observations on the present occasion. He felt that it was the duty of others to speak, and it was the province of the Council to present the result of their joint labours. But as allusions have been made to himself personally,—allusions which laid him under deep obligations, and of which he fe it himself entirely unworthy, but which could not otherwise than excite the most grateful feelings of the heart that his humble exertions were so highly approved by those whose good opinion was worth his highest ambition to deserve,—he felt called upon to make a few explanatory remarks. The Inspector General has observed that he understood that certain resolutions were to be proposed, and that all that he was expected to do was to move or to second one of these. That idea was suggested, but first thoughts are not always best, and when they endeavoured to reduce the idea to practice, they found it impossible to put the resolutions into the hands of those gentlemen whom they desired to address the assemblage, unless they brought some expression of praise to the Council .-They had themselves asked certain gentlemen to address the assembly, leaving them to offer such remarks as might best agree with their own feelings and judgment. He thought this course had been found most proper, and although it had involved the Inspector General in a difficulty he did not anticipate, yet he thought they would all agree that whether prepared or not, or whatever the circumstances in which he comes before the public, the Hon. Inspector General comes as a man of business, ready for the work assigned to him. He was disappointed that one or two gentlemen whose names had been publicly announced, were absent. He had a promise that if health permitted, Sir Allan MacNab would be present to take part in the public proceedings, and as he had not arrived this afternoon, he (Dr. R.) was painfully apprehensive that indisposition has deprived us of his presence, and observations .-Although thus sustaining a loss, they had acquired a gain which they would all deeply appreciate, in the eloquent address of the President of the Toronto University, the Rev. Dr. McCaul. He would only further add in regard to matters of detail that they had found it impossible from the limited accommodation of the theatre to afford seats for all who desired to be present; but although they had not been able to accommodate all, they had done the best they could. (Applause.)

This institution stands forth in some respects the personification, or the main spring of that system of public instruction, which has extended its ramifications throughout every part of the Province, and he thought the results at which they had arrived would justify the delay which has occurred in the commencement of these buildings. Though he had given as much attention to this subject as ordinary persons, yet when this task was assigned him, he felt entirely unprepared to incur the resposibility of devising and introducing a system of public instruction, without further enquiries, and further investigation, and he was satisfied that but for these previous enquiries, it would never have arrived at its present position. The erection of this building alone is sufficient justification of the course which has been pursued. Had he not visited the various Normal Schools both in Europe and America, he could not have formed a proper conception of the adjustment of the various parts, and the proper arrangements in a structure of this descriction. He felt that the allusions which had been made to the taste and skill of Mr. Cumberland, the Architect of these buildings, were fully merited; and he would say further, that they never would have attained to this state, had it not been for the clear, comprehensive and quick conceptions which are characteristic of the intellect of the architect. He (Dr. R.) only found it necessary from time to time, in submitting the details, to tell him what he wanted, when his accute mind instantly seized it, and suggested some convenient mode of carrying it into effect. He therefore felt himself under the greatest obligations to the ability and cordial co-operation that he had received from the architect of the building-a building which will stand as a lasting monument of his taste and skill, as well as of the liberality of the Legislature which made the grant for its establishment. [Applause.] Allusion had been made by the chairman to the establishment of a system of public instruction. The first bill was introduced by the chairman himself. Another bill was introduced two years afterwards by the Inspector General, and subsequently another prepared in 1846 was

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merely a perfection of that, and the present law is an improvement and extension of the previous laws. The first law however has not been changed; but the subsequent bills have been merely supplying deficiencies which the progress of the system rendered necessary. While the Inspector General had been pleased to refer in a complimentary manner to himself he [Dr. R.] had much pleasure in saying that although he had more to do with the Inspector General than with any other public man, yet he had never found him refuse any proposition that was fairly submitted to him, and the reasons for it satisfactorily explained. He would say that from the time he first took charge of this department, he had never submitted a measue or application which had not been entertained. He had been assisted in every possible way, and to the utmost extent, that each successive government was able to assist him. In regard to the estimate originally made for the establishment of a Normal School, and submitted to the Legislature by the Hon. Mr. Draper, it was intended merely as an experiment. Mr. Merritt said it was entirely too small for the purpose proposed, and Mr. Baldwin rose in his place and stated that the sum of £1,500 per annum, was altogether too little. But Mr. Draper, (then Attorney General) said that the estimate had been made and he was not prepared to ask a larger sum; but that when a larger sum should be found necessary, a proposition to that effect would be submitted. The Normal School up to the present time has been carried on at the original estimate made for its support. We have acted upon a small scale at first that the country might see the adaptation of the system, that upon that ground we might come at a future day and ask for a further appropriation. That period has now arrived. We feel it necessary to say that in the new buildings we shall require a larger sum for its annual support than we have received heretofore. There are some who are in the habit of instituting invidious comparisons between Upper Canada and the United States, but he was prepared to meet these persons, and would say that we are prepared to carry on the Normal School in Upper Canada to an extent, and with a comprehensiveness of instruction beyond that which exists in the neighbouring State of New York, and at a less expense. The Legislature of New York has appropriated \$10,000 per annum for the support of their Normal School. That includes 90 pupils in the experimental school and two weeks practice of teaching. The school is built on one of the streets of Albany, and surrounded by no grounds whatever. We have grounds to the extent of several acres. We have an acre and a half of a botanical garden, half an acre for an experimental fruit and vegetable garden, about two acres for agricultural experiments, besides a small arboretum for foreign and domestic shrubs, &c; and we have a Model School with from 400 to .500 pupils. We are prepared to teach as large a number of pupils as in the State Normal School, in Albany, and we have bad 140 applications within the last week. We are prepared to conduct all these operations \$2000 a year less than they conduct the school at Albany without these appendages of grounds and Model Schools. He would say that the only instance in which there has been an excess of expenditure beyond the original grant is in the erection of this building. When you look at the extent of it, and go through the ample school rooms in connexion with it, and consider that the ground has been levelled and drained, and the entire building completed and furnished for £17,200, he thought every one would say that there is not perhaps so cheap a building on the whole continent of North America. He had stated that there was in connexion with this Institution grounds to illustrate the whole course of instruction given in the school by the operations carried on in the neighborhood of the building. Every one will appreciate the additional advantages young persons will have in going forth to various parts of the country, so far acquainted with botany and elements of Agriculture as to afford useful and entertaining conversation to the agriculturists among whom they may associate. The tastes and feelings and social advantages of the country will be advanced by examples of this kind. There is not an Institution in North America in which these accompaniments are connected with any Normal School. although every writer on the subject has spoken of the great advantages that would result from such accompaniments. As to the annual expenditure for the accomplishment of all these objects, we shall be able to carry them into effect with the small addition of £500 per annum. He had seen in a paper of this city published that morning, that the Normal School has not eccomplished th

object aimed at. That remark has been made in the absence of evidence, and in contradiction of existing fact. The Dr. here referred for a refutation of the rash and unfounded statement, to the appendix of the last annual/report, which contained not speculations or statements of his own, but the statements of local Superintendents in the various counties, who visited the schools and were competent to judge as to the character and success of teachers. As a further refutation of the statement to which he had referred, he also alluded to the great demand made for teachers from the Normal School-remarking that the credit of the admirable instructions given in that institution, was due to the ability and diligence of the Masters employed, and especially to the amiable disposition and high qualifications of the Head Master. He alluded to the facilities of text books and other things, and said that he could not have accomplished so much, except for the valuable assistance received from those associated with him in the Department. He did not therefore take the credit to himself, but wished to divide it with those whom he had selected, and who had been appointed, to assist him. He said allusion had been made to the religious question. That question he would not shrink from. He considered every system of education as worthless, which did not recognize as the basis of all human dignity and honor, the christian religion. (Applause.) He would be the last to support an institution of this kind if it did not include provision for religious instruction, and he appealed to the past as a proof that the young people have felt as much improved in the religious feelings as in their intellectual qualifications. For this they were indebted to the clergymen of the several churches with which they are connected. The principle acted upon was to ascertain the church to which each pupil belonged, and send a list to the respective clergymen of the names of the various parties which belong to each. The clergyman attends every Friday afernoon, and the pupils are required to attend, and also to appear at least once on Sabbath in the church to which they belong. The religious improvement of the young people, he believed, had been equal to their intellectual improvement. His earnest desire was that the institution, the opening of which they were now celebrating, may send forth to yarious parts of the country a class of teachers to which he would be proud to look. The Dr., in conclusion alluded to the claim which the Normal School had upon the Corporation for sidewalks and a proper approach, to the school. (The Rev. gentleman sat down amidst great applause.)

The Rev. Mr. Jennings pronounced the Benediction, and the proceedings terminated.

#### OPINIONS OF THE PRESS.

From the Semi-Weekly Leader, of Friday, Nov. 26, 1852.
OPENING OF THE NORMAL SCHOOL BUILDINGS.

In another place will be found a report of the speeches delivered on the opening of the new Normal and Model School buildings, on Wednesday night. The results of those institutions fully vindicate the wisdom that suggested their establishment. This is now all but universally admitted. It may indeed, be possible to find here and there an unhappy soul who has a quarrel with mankind and with Dr. Ryerson who will go so far as to deny the palpable and proved advantages to the cause of education that have resulted from the establishment of the Normal School; but the right thinking part of the community will not accept as a truth a statement so petulent and unfounded. The improvement is no where more strikingly discernible then in the argumentation of teachers' salaries some thirty or forty per cent. That augmentation is valuable chiefly because it carries with it the evidence of superior capability in those employed as teachers. It is not a boon to ignorance, or an increase of compensation for inferior services; but the purchase of superior capabilities. That superior capability the Normal School has developed and brought into the market; and the higher rates of compensation are among the results of this change in the character of teachers. The benefits of a system may be made most striking by contrasts and comparisons. Upper Canada is inhabited chiefly by the descendants of a nation that has neglected the education of the masses to a degree that no one now seeks to vindicate. In England the peasantry are steeped in ignorance of the grossest kind. Scarcely one agricultural labourer out of a thousand, over thirry years of age, can name the letters of the alphabet. The younger branches of that industrious family have chiefly been taught to read through the means of Sunday Schools. In Ireland also there are dense masses of ignorance, but much of it is now clearing away. Scotland presents a very favourable contrast to both England and Ireland, in this respect. On the whole, Canada is immeasurably shead of the parent state, in the matter of educating the masses. In this respect, Canada would furnish a not unfit model for England to copy. But there are causes at work in England which arrest the progress of education among the masses, and which happily have no place here.

Since 1846, the prejudices that existed against our present Common School system have almost entirely died away. In fact, these prejudices were rather personal than otherwise. All the dark and deep designs that suspicion and jealousy united in ascribing to the Superintendent of Education have been found to have had no existence. The expressed fears of a centralization that would result in the political enslavement of the people have proved wholly unfounded. In the place of political slavery and degradation, we have increased intelligence, better teachers, and a larger proportion of all the children in the country taught; schools, in some cases, absolutely free to those who have not the means of payment. The Superintendent of Education has even become tolerable to those who at one time would give him no quarter; and if he should never be able to acquire universal popularity during life, he bids fair to be well remembered when he shall have passed from the scene of his present labors and triumphs-for the system which he has founded and administered will doubtless be regarded as a great triumph over ignorance, over old habits, over personal hatreds and political animosities. The prejudices against the individual being worn away, we shall probably hear but little against the system he was instrumental in introducing. Five years hence we might as well expect to hear the invention of printing, the steam engine, or the magnetic telegraph decried, as to hear the Normal School spoken of as an useless incumbrance or an unnecessary institution. The Normal School will make the profession of teaching respectable; because it will rid it of the imposture of empericism and give it the stamp of proved knowledge. The Superintendence of Education, in this country, now occupies a position almost equivalent to that of a distinct department of the Government. For all administrative purposes, it may doubtless be said to occupy the position. The recommendations of the chief of this department, in his own sphere, have been respected by all Governments. If the office is elevated above all the ordinary mutations of political parties, the anomaly is excused by that necessity which demands uniformity of conduct in the system and admits of no obstructions in its administration.

If it has been found necessary to proceed step by step in the improvement of our school system, we have only travelled the same road as that by which other countries have perfected their system of primary instruction. The successive acts of legislation on the subject were not so many displays of cross-purposes, but reiterated attempts to improve what experience had shown to be defective. Each step is claimed to be an advance upon the last; and for aught we know, rightly so claimed. We have not, for instance, established free schools one day, and repudiated them the next. The Superintendent has always kept certain objects in view. He pioneered the cause of free education, respecting which there is indeed some difference of opinion; but which by the law is rendered possible, without being made universally obligatory. The decision of the question rests with the people themselves; and it is impossible to deny that it meets with a degree of encouragement that promises for it much future success. Without at this time entering the lists with the combatants who fight over the question of the fiscal equity of free schools, we cannot affect to the insensible of the good effects to a class of children, who would otherwise be deprived of the means of education, of that mode of austaining and imparting primary instruction It is surely worth some sacrifice in money to make a people intelligent; tor by making them intelligent you help to make them virtuous and thereby diminish the cost, the burthen, the inconvenience and the diagrace of crime. It is questionless incomparably more important to the welfare of a state, that the mass of the people should know not only their rights but also those correlative duties which the possession of political rights implies, than that a few should be highly educated to the exclusion of the masses. It is the people at large, who chose our legislators, who as jurors, decide questions of right and wrong

between man and man, and of guilt or innocence is all offences against society. On them also rests the success of municipal government, that only effectual antidote to political centralization. Looking at all the interests involved, we see much reason to congratulate the province on the progress that has already been made in the diffusion of popular education, and the prospects of greater success, which we confidently look for in the future.

### JOURNAL OF EDUCATION.

TORONTO, DECEMBER, 1852.

In closing the fifth volume of the Journal of Education, it is very gratifying to be able to remark, that the circulation of it has gradually increased from the commencement—that the system of public instruction which it was established to expound and promote, has become gradually matured and consolidated, has been extended to every Township in the Province, and has acquired a hold upon the public mind and an efficiency of operation which already compares favourably with the system of school operations in any of the States of the neighbouring Republic. By carefully examining the results of the many experiments in school legislation and practice which have been tried by our American neighbours, we have been enabled to avoid many errors of plausible but inexperienced theorizing, and are advancing to the happiest results by methods simple and direct.

In this work, which has awakened the best feelings and elicited the noblest exertions of a large proportion of the people in town- and country in every part of the Province, the Journal of Education has been a cooperating agency of no small importance; and instead of terminating its career, with the present month, we are happy to be able to state that measures have been taken by which its circulation, and we trust its influence and usefulness, will be more than doubled,—as a copy of each number of the next volume will be sent to every local Superintendent, and School Corporation in Upper Canada. May we entreat that all those who are thus to be gratuitously furnished with a copy of this Journal, will use their best exertions to extend its circulation by means of subscriptions; we assure them of the best exertions on our part to adapt its pages to the great objects of our system of public instruction, and to render them instructive and entertaining to all those who desire the universal diffusion of sound education and useful knowledge.

Local Sup'ts, who have not reported to the Education Office the actual number of sections under their own immediate superintendence will please to do so without delay, so as to ensure accuracy in mailing the Journal to Trustees. They will be particular that the Union School Sections, of which they give the address, are those only which are defined in the latter part of the 4th clause of the 18th section of the School Act, so as to avoid sending two copies of the Journal to one Section. Local Superintendents had better also notify each Postmaster that the Journal of Education will be addressed to their Post Office for such and such School Sections, so that if not called for, they may no be transmitted to the Dead Letter Office at Quebec.

REMARKS IN REFERENCE TO ANNUAL SCHOOL MEET-INGS TO BE HELD THOUGHOUT UPPER CANADA, AT TEN O'CLOCK, A.M., ON WEDNESDAY, THE TWELFTH DAY OF JANUARY, 1852.

ANNUAL MEETINGS IN SCHOOL SECTIONS.

The clauses of the School Act, 13th and 14th Victoria, chapter 48, relative to the duties of each annual school section meeting, to be held at the hour of 10 o'clock, in the forenoon of the second Wednesday (12th day) in January, 1853, are as follows:—

"VI. And be it enacted, That at every annual school section meeting in any township, as authorized and required to be held by the second section of this Act, it shall be the duty of the fresholders or householders of such section, present at such meeting, or a majority of them,—

"Firstly. To elect a Chairman and Secretary, who shall perform the duties required of the Chairman and Secretary, by the fifth

section of this Act.



"Secondly. To receive and decide upon the report of the Trustees, as authorized and provided for by the eighteenth clause of the twelfth section of this Act.

"Thirdly. To elect one or more persons as Trustee or Trustees, to fill up the vacancy or vacancies in the Trustee Corporation, according to law: Provided always, that no Teacher in such section shall hold the office of School Trustee.

"Fourthly. To decide upon the manner in which the salary of the Teacher or Teachers, and all the expenses connected with the operations of the School or Schools, shall be provided for."

- 1. The Act, therefore, prescribes the day, hour and business of an annual school section meeting; and leaves the Trustees nothing to do except post notices in three public places, appointing the place of meeting. No other business than that specified above, in the several clauses of the 6th section of the Act, can be considered at an annual school section meeting, unless it is specially named in the notices calling such meeting. If the Trustees have special matters to bring before their constituents, they should state them in the notices calling it, and thereby constitute the meeting both an annual and special school section meeting. But no special business should be taken into consideration, until that prescribed by law is disposed of.
- 2. As a general rule, the punctual attendance of the inhabitants should be secured by the organization of the meeting at the appointed hour, 10 o'clock in the forenoon,—making a fair allowance for the variation of time-pieces. After making such allowance, those in attendance, whether three or thirty, should organize, and proceed to transact the business for which they are assembled. The lawfulness of the proceedings of any school meeting is not in the least degree affected by the smallness of the number of school electors present, any more than the lawfulness of the election of a member of Parliament would be affected by the smallness of the number of the number of this constituents who had voted at his election, provided he had the majority of those who did vote. All electors have a right to attend and vote, if they please; if they do not do so, they have no reason to complain, and are justly bound by the acts of those who did attend and vote.
- 3. In the event of a vote being objected to, the 7th section of the Act provides, "That if any person offering to vote at an annual or other school section meeting, shall be challenged as unqualified by any legal voter in such section, the Chairman presiding at such meeting shall require the person so offering to make the following declaration: 'I do declare and affirm, that I am a freeholder, [or householder] in this school section, and that I am legally qualified to vote at this meeting.' And every person making such declaration, shall be permitted to vote on all questions proposed at such meeting; but if any person, thus challenged, shall refuse to make such a declaration, his vote shall be rejected." The Act then renders any person liable to fine and imprisonment who shall be convicted of having wilfully made a false declaration as to his right to vote at such meeting.

4. The duties of an annual school section meeting, called and assembled as above directed, are,—

Firstly. To elect a Chairman and Secretary. Both of these officers may be either residents or non-residents, Trustees or Teachers. The duties of the Chairman are: To decide all questions of order, subject to an appeal to the meeting; to take the votes upon all questions proposed, in such manner as shall be desired by the majority of the electors present; to grant a poll for recording the names of the voters by the Secretary, upon the request of any two electors; and to give no vote except a casting vote as Chairman. The duties of the Secretary are: To record all the proceedings of the meeting, and the names of the voters upon any question, if a poll be demanded; and to transmit, without delay, a correct copy of the proceedings of the meeting, duly signed by the Chairman and himself, to the local Superintendent of Schools.

Secondly. To receive and decide upon the report of the Trustees, as authorized in the 18th clause of the 12th section of the Act. This clause makes it the duty of the Trustees "to cause to be prepared and read at the annual meeting of their section, their annual school report for the year then terminating; which report shall include among other things prescribed by law, a full and detailed account of the receipts and expenditures of all school moneys received and expended in behalf of such section, for any purpose whatsoever,

during such year; and if such account shall not be satisfactory to a majority of the freeholders, or householders present at such meeting, then a majority of the said freeholders or householders shall appoint one person, and the Trustee shall appoint another; and the two arbitrators thus appointed shall examine the said account, and their decision respecting it shall be final: or, if the two arbitrators thus appointed shall not be able to agree, they shall select a third. and the decision of the majority of the arbitrators so chosen shall be final; and such arbitrators, or a majority of them, shall have authority to collect, or cause to be collected, whatever sum or sums may be awarded against any person or persons by them, in the same manner and under the same regulations as those according to which Trustees are authorized by the twelfth section of this Act to collect school rates; and the sum or sums thus collected shall be expended in the same manner as are other moneys for the Common School purposes of such section." But no school section meeting can consider such report "unsatisfactory" if the Trustees have exercised the authority expressly given them by the several clauses of the 12th section of the Act,—in providing suitable school premises, apparatus, and books; in repairing and furnishing the school house; and in making up any balance of the Teacher's salary and other expenses of the school by a rate on property. All this the Act expressly authorises Trustees to do, without reference to any meeting. The law makes the Trustees, (as the representatives of their section) the judges as to the amount and kind of expences which may be incurred for school purposes in each school section. The subject for the annual school meeting to consider is, not the expediency of any part or all of the expences incurred by Trustees, but, the correctness of the accounts presented. The members of such meeting act as Auditors of the Trustees accounts. The object of this provision of the Act is to prevent any Trustee from perverting any part of the school money to private purposes; but not to prevent the Trustees of any school section from doing what they may judge expedient for the interests of their school.

Thirdly, To elect one or more persons to fill up the vacancy or vacancies in the Trustee corporation: provided that no local Superintendent, or the Teacher in such section, shall hold the office of school Trustee. From this clause, it will be observed that the electors at a school meeting can elect whom they please (except a Teacher in their section and a local Superintendent of Schools) as Trustee or Trustees, whether rich or poor, resident or non-resident. The 5th section of the Act having specified the order of the retirement of trustees from office, there can be no misunderstanding or doubt on this subject in ordinary cases. But questions have arisen as to the order of the retirement of trustees elected at the same time, not in a new section, but in sections already established; in cases where one trustee has been chosen to fill a vacancy occasioned by the retirement of a trustee after his three years' service, and another has been chosen to fill a vacancy by death, removal, or resignation. The doubt will be removed, when it is recollected that a person elected in the place of a trustee who had died, removed from the neighbourhood, or resigned, as authorised by the 8th section of the Act, remains in office, not three years, but so long as the person in whose place he has been elected would have remained in office had he lived, or not removed or resigned. Thus is the harmonious working of the principle of the triennial succession of Trustees secured. We will not repeat here what has been said heretofore, as to the vast importance of electing the most devoted friend of youth and the most judicious promoter of education in each section, as school trustee for the next three years, commencing the 12th January, 1853. There can be no doubt that the duties of School trustee are much more important than those of a Township Councillor, and not second to those of a member of the Legislature. pray every school elector to think of this, and in behalf of his children, the children of neighbours, and his country in all time to come, to vote for the BEST MEN as School Trustees.

Fourthly. To decide upon the manner in which the salary of the Teacher or Teachers, and any other expenses connected with the operations of the school, not otherwise provided for by the Act, shall be levied and collected. The school Act authorizes three modes of providing for the expenses of the school: (1) voluntary subscriptions; (2) rate-bill or parents sending children to the school; and (3) rate on property; and the amending school Act of last session, expressly forbids the levying of any poll tax, in the following words:—

II. And be it enacted, That no rate shall be imposed upon the inhabitants of any school section, according to the whole number of children, or of the number of children of legal school age, residing in such section."

It will be observed that one or all of the three modes above referred to, can be adopted by the annual meeting; but the amount of the expenses to be incurred, is left to the Trustees. The Trustees, as the elected representatives of the section, are required by the several clauses of the 12th section of the Act to incur certain expenses in providing instruction for the children of such section; and no public meeting has the right or power by illegally voting that no tax shall be levied, to restrict them,—and thereby annul the provisions of an Act of Parliament. (1). If the meeting decides upon voluntary subscription, the Trustees are bound to obtain as much as the residents in their section will subscribe, and to collect it as if it were a rate-bill or rate, as authorized by the second clause of the 12th section of the Act; and provide any balance in the manner prescribed by the latter part of the seventh clause of the 12th section—by a tax upon the rateable property in the school section, and in no other way. (2) If a rate-bill be decided upon, the amount per month, or per quarter for each child attending the school should be fixed, so that all parents sending to the school may know, at the commencement of the year, how much rate-bill they will have to pay. But should the school meeting not resolve upon any particular sum to be paid for the attendance of each child, the Trustees can levy the rate-bill per child attending the school, at the sum usually levied, and then assess and collect whatever balance may be required to pay the Teacher's salary and other expenses of the school, as authorized by the latter part of the 7th clause of the 12th section of the Act referred to. (3). But the most simple, equitable and patriotic mode of supporting each school is by rate on property, and then opening the school to all the children of school age in the section,—as FREE as the sun light of heaven. The inhabitants of upwards of 855 school sections in Upper Canada adopted this mode of supporting their schools in 1851; and some of the early results are attested in the extracts from local reports, given in the Annual Report of the Chief Superintendent of Schools, just published, pp. 65-130. In the Report for 1850, will also be found the Address of the Chief Superintendent to the People of Upper Canada, "On the System of Free Schools." In every case where a FREE School is adopted, two things should be specially remembered—there should be room for all children in the section who will attend school, and there should be a teacher competent to teach them all.

ANNUAL SCHOOL MEETINGS IN CITIES, TOWNS, AND INCORPORATED

The system of school-management in cities, towns, and villages, (on account of their dense population,) is different from that in school-sections of townships.

1. An annual school meeting is to be held in each ward of a city or town, and within the municipal boundaries of each village, on the same day and at the same hour, as in school-sections—at 10 o'clock in the forenoon of the second Wednesday (12th day) of January, 1853. The following are the provisions of the law relating to school elections in cities and towns:—

"XXIII. And it be enacted, That on the second Wednesday in January of each year, at the time prescribed by the second section of this Act, one fit and proper person shall be elected Trustee in each ward of every city and town, and shall continue in office two years, and until his successor is elected: Provided always, that such election shall be held at the place where the last municipal election was held for such ward, and under the direction of the same returning officer, or, in his default, of such person as the electors present shall choose; and such election shall be conducted in the same manner as an ordinary municipal election in each ward of such city or town."

There being no ward divisions of villages and towns with municipalities only, the School Trustees, (two of whom retire annually,) are elected for the whole municipality. The following second proviso in the 25th section of the Act, provides for elections in incorporated villages and "towns with municipalities only":— "Provided secondly, that there shall be a school meeting annually in each incorporated village, at which two persons shall be chosen Trustees, in place of the two retiring from office, and shall continue in office two years, and until their successors are elected."

The supplementary Act passed at the last Session of the Legis-

lature, 16th Victoria, chapter 28, enacts, section 7th,-

"That in case of the right of any person to vote at an election of a Trustee or Trustees in any city, town, or incorporated village, be objected to, the Returning Officer presiding at such election shall require the person whose right of voting is thus objected to, to make the following declaration:—'I do declare and affirm that I have been rated on the assessment roll of this city, (town or village, as the case may be,) as a freeholder, (or householder, as the case may be,) and that I have paid a tax in this ward, (or village, as the case may be,) within the last twelve months, and that I am legally qualified to vote at this election.' And the person making such declaration shall be permitted to vote: Provided always, that any person who shall, on the complaint of any person, be convicted of wilfully making a false declaration of his right to vote, shall be deemed guilty of misdemeanor, and punishable by fine and imprisonment in the manner provided for similar cases in the sevently section of the said Act, thirteenth and fourteenth Victoria, chapter forty-eight."

2. Notices for holding the above meetings in cities, towns, and incorporated villages, should be issued by the Board of School Trustees, at least aix days before such meetings, in at least three public places in each ward of a city, town municipality, and incor-

porated village.

3. In regard to any village which has been incorporated, during the present year, the supplementary Act above quoted, provides, "That an election of a Board of School Trustees for such village shall take place, as soon as convenient, in the manner provided and authorised for incorporated villages in the twenty-fifth section of the said Act, thirteenth and fourteenth Victoria, chapter 48: Provided always, that the time of the first election of such Board of School Trustees, shall be fixed by the Reeve of such village, or in case of his neglecting to do so for one month, by any two freeholders in such village, on giving six days' notice, in at least three public places in such village."

It will be seen from the foregoing, that elections in such nevely incorporated villages cannot take place on the second Wednesday in January, as in other villages, as the Town-reeve, who will not be elected until the third Monday in the same month (17th January) cannot fix the time for holding the school elections until after that period. He should, however, "as soon as convenient," issue the requisite notices for the election of a Board of School

Trustees in such newly incorporated village.

4. From the provisions of the School Act it will be perceived that no other business except the election of School Trustees devolves upon an annual school meeting in cities, towns, and incorporated villages. The trustees are required, however, "At the close of each year, to prepare and publish, in one or more of the public papers, or otherwise, for the information of the inhabitants of such city, town, or incorporated village, an annual report of their proceedings, and of the progress and state of the schools under their charge, and of the receipt and expenditure of all school moneys."

5. The supplementary School Act of last Session confers new and extensive powers upon the Board of School Trustees in cities, towns, and villages, in regard to levying and collecting moneys for school purposes within their respective municipal boundaries. The following are the provisions of the law on this subject, section 1:—

"The Board of School Trustees in each city, town, and incorporated village, shall, in addition to the powers with which they are now legally invested, possess and exercise, as far as they shall judge expedient, in regard to each such city, town, and incorporated village, all the powers with which the Trustees of each school-section are or may be invested by law in regard to each such school-section." These powers are defined at length in the 12th section of the school act, 13th and 14th Victoria, chapter 48.

With these increased and important powers and responsibilities conferred upon the Trustees of cities, towns and villages, how important it is to elect none but the most devoted friends of popular education as School Trustees?



#### APPOINTMENT OF LOCAL SCHOOL SUPERINTEN-DENTS.

The 3rd clause of the 26th section of the school Act makes it the duty of the Municipal Council of each County " To appoint annually a local Superintendent of schools for the whole county, or for one or more townships in such county, as it shall judge expedient," &c., &c. .

By the supplementary Act of the present Session of the Legislature, 16th Victoria, chapter 23, the foregoing clause of the law has been modified, so far as it relates to the annual appointment

of a local Superintendent, in the following terms:-

"V. And be it enacted, That any person who has been, or may be, appointed local Superintendent of Schools shall continue in office, (unless he resigns, or is removed from office for neglect of duty, improper conduct, or incompetency,) until the first day of April of the year following that of his appointment, and during the pleasure of the Council appointing him:-Provided always, that no local Superintendent shall be a teacher or trustee of any common school during the period of his being in office."

This is one of the most important duties that each County Council has to perform. The value of the office of local Superintendent depends entirely upon the qualifications, abilities, and industry of the person appointed. We implore the members of County Councils not to allow themselves to be influenced by any personal or local consideration in appointing or continuing any person in the office of local Superintendent who is not a good scholar, in at least all the branches of an English education. appoint any person not thus qualified, however good a man he may be in other respects, is a burlesque upon the office itself, is a waste of public money, and is a great injury to the improvement and interests of the schools. It will be recollected that it is not only the duty of the local Superintendent to attend to financial and other matters of business that require judgment and knowledge, but to the examination of teachers and schools in English grammar, arithmetic, geography, history, algebra, mensuration, &c., &c., and to prepare and deliver public lectures on education in each school section. The local Superintendent should, therefore, not only be better educated than the school teachers generally under his inspection, including a knowledge of teaching, but he should be the best educated man within the limits of his charge, if such person can be obtained to perform the duties of the office. We sincerely hope that there will be no exceptions the ensuing year to the care and discretion which County Councils have generally exercised the last and present year in the selection and appointment of local Superintendents.

#### AN ACT

to make certain provisions with regard to common schools IN UPPER CANADA FOR A LIMITED PERIOD.

16th Victoria, chapter XXIII. .

[10th November, 1852.] WHEREAS it is expedient to make some fur-ther provision for the improvement of Common Schools in Upper Canada, and to modify and extend some of the provisions of the Act thirteenth and fourteenth Victoria, chapter forty-eight, intituled, An Act for the better establish-13 and 14 Vict. ch. 48 cited. ment and maintenance of Common Schools in Upper Canada; Be it therefore enacted by the Queen's Most Excellent Majesty, by and with the advice and consent of the Legislative Council and of the Legislative Assembly of the Province of Canada, constituted and assembled by virtue of and under the authority of an Act passed in the Parliament of the United Kingdom of Great Britain and Ireland, and intituled, An Act to re-unite the Provinces of Upper and Lower Canada, and for the Government of Canada, and it is hereby Powers of City, Town and Vil-lage Trustees ex-tended. enacted by the authority of the same, That the Board of School Trustees in each City, Town and Incorporated Village, shall, in addition to the powers with which they are now legally invested, possess and exercise, as far as they shall judge expedient, in regard to each such City, Town and Incorporated Village, all the powers with which

the Trustees of each School Section are or may be invested by law

in regard to each such School Section.

II. And be it enacted, That no rate shall be imposed upon the inhabitants of any School Section according to the whole number of children, or of the number of children of legal school age, residing in such section: Provided, that the Trustees of each School Section shall see that each School under their charge is, at all times, duly provided with a Register and Visitors' Book, in the form prepared according to law: Provided, secondly, that the Trustees of each School Section shall have authority to

take such steps as they may judge expedient to unite their schools with any public Grammar School, which shall be situated within or adjacent to the limits of their School Section:

Provided, thirdly, that the Trustees of each School Section shall be personally responsible for the amount of any School moneys which shall be forfeited and lost to such School Section during the period of their continuance in office, in consequence of their neglect of duty; and the amount thus forfeited or lost shall be col-Application of fines on Trustees. lected and applied in the manner provided by the

ninth section of the said Act, thirteenth and fourteenth Victoria, chapter forty-eight, for the collection and application of the fines imposed by the said section: Provided, fourthly, that the Trustees of each School Section, shall, each

personally forfeit the sum of one pound five shillings for each and every week that they shall neglect, after the fifteenth of January in each year, to prepare and forward to their ocal Superintendent of Schools, their School Report, as required by law, for the year ending the thirty-first December immediately

preceding; and which sum or sums thus forfeited, shall be sued for by such local Superintendent, and collected and applied in the manner provided by the provise of this section, immediately preceding: Provided, fifthly, that no agreement between Trustees and a Teacher in any School

Section, made between the first of October and the second Wednesday in January, shall be valid or binding on either party after the second Wednesday

in January, unless such agreement shall have been signed by the two Trustees of such School Section, whose period of office shall extend to one year beyond the second Wednesday of January, after the signing of such agreement.

III. And be it enacted, That the Trustees of each Trustees to assess for School Sites. School Section shall have the same authority to assess and collect rates for the purpose of purchasing School Sites and the erection of School Houses, with which they are, or may be invested by law to assess and collect for other School purposes: Provided always, that they shall take no steps for

procuring a School Site on which to erect a new School House, or changing the site of a School House established, or that may be hereafter established, without calling a Special Meeting of the Freeholders and Householders of their Section to consider the matter; and if a majority of such Freeholders and Householders present at such Meeting, differ from a majority of the Trustees, as to the site of a School

Mode of proceedHouse, the question shall be disposed of in the man-

ner prescribed by the eleventh section of the said Act, thirteenth and fourteenth Victoria, chapter forty-eight.

IV. And be it enacted, That in the event of any

person residing in one School Section, sending a not to be reported child or children to the School of a neighbouring School Section, such child or children shall not be returned as attending any other than the School of the Section in which the parents or guardians of such child or children reside.

V. And be it enacted, That any person who has been, or may be, appointed local Superintendent of Schools shall continue in office, (unless he resigns, or is removed from office for neglect of duty, improper conduct or incompetency,) until the first day of April of the year following that of his appointment, and during the pleasure of the Council

appointing him: Provided always, that no local Superintendent shall be a Teacher or Trustee of any Common School during the period of his being in office: Provided, secondly, that no local Superintendent shall be required (unless he shall judge it expedient, and except with a view to the adjust-

to shall be us posed upon chil-

Union with Gram-mar School.

Personal respon-sibility of Trus-

Penalty on Trus-tees for delaying Report.

Agreements with Teachers not valid in certain

Children from other Sections

LocalSuperinten-dent to continue in office till April, or longer.

Shall not be a Trustee or Teacher.

Powers and obli-Relating to visits.



ment of disputes, or unless specially required by the County Municipality,) to make more than two official visits to each School Section under his charge; one of which visits shall be made some time between the first of April and the first of October, and the other some time between the first of October and the first of April: Provided, thirdly, that the local Superintendents of adjoining Townships shall have authority to determine the sum or sums which shall be payable from the School apportionment and assessment of each Township in support of Schools of Union School Sections, consisting of portions of such Townships; and they shall also determine the manner in which such sum or sums shall be paid: Provided, fourthly, that in the event of one person being local Superintendent of each of the Townships concerned, he shall act in behalf of such Townships; and in the event of the local Superintendents of Townships thus concerned not being able to agree as to the sum or sums to be paid to each such Township, the matter shall be referred the Warden of the County for final decision: To Special School Provided, fifthly, that each local Superintendent of Section Meetings. Schools shall have authority to appoint the time and place of a Special School Section Meeting, at any time and for any lawful purpose, should he deem it expedient to do so: Provided, sixthly, that each local Superintendent of To Investigating Election Com-Schools shall have authority within twenty days plaints. after any meeting for the election of Common School Trustees within the limits of his charge, to receive and investigate any complaint respecting the mode of conducting such election, and to confirm it, or set it aside, and appoint the time and place of a new election, as he shall judge right and proper: Provided, seventhly, that each local Superintendent shall have To Special and liauthority on due examination, (according to the programme authorized by law for the examination of Teachers,) to give any candidate a certificate of qualification to teach a School within the limits of the charge of such Superintenent, until the next ensuing meeting (and no longer) of the County Board of Public Instruction of which such local Superintendent is a member; but no such certificate of qualification shall be given a

Warden may fill vacancy in office of local Superin-tendent. that in the event of a local Superintendent of Schools resigning his office, the Warden of the County or Union of Counties within which such Superintendent shall have held office, shall have authority, if he

second time, or shall be valid if given a second time, to the same

shall deem it expedient, to appoint a fit and proper person to the office thus vacated until the next ensuing meeting of the Council of such County or Union of Counties.

How election of Trustees in Vil-lages shall take place.

VL And be it enacted, That in any Village in Upper Canada, which shall become incorporated according to law, an election of a Board of School

person in the same County: Provided, eighthly,

Trustees for such Village shall take place as soon as convenient in the manner provided and authorized for incorporated Villages in the twenty-fifth section of the said Act, thirteenth and fourteenth Victoria, chapter forty-eight: Provided always, that the time of the first election of such Board of School Trustees, shall be fixed by the Reeve of such Village, or in case of his neglecting to do so for one month, by any two Freeholders in such Village, on giving six days' notice in at least three public places in such Village: Provided also, Former elections that all elections of School Trustees that have taken place in Villege — 1.1.

place in Villages which have been incorporated since one thousand eight hundred and fifty, shall be and are hereby confirmed, and the acts of Boards of School Trustees so elected in such Villages are hereby made as valid as if such Boards had been elected for Villages incorporated before one thousand eight hundred and fifty, and in all cases the Chairman shall be elected by the

Trustees from their own body, and shall have a right Vote of Chairman of the Board. to vote at all times, and also, a second or casting

vote in cases of an equality of votes.

City, Town and Village Electors to make a decla-ration.

VII. And be it enacted, That in case of the right of any person to vote at an election of a Trustee or ration. Trastees in any City, Town, or incorporated Village, be objected to, the Returning Officer presiding a such election shall require the person whose right of voting is thus objected to, to make the following declaration: "I do declare

and affirm that I have been rated on the assessmentroll of this City (Town or Village, as the case may be) as a Freeholder (or Householder, as the case may be) and that I have paid a tax in this ward, (or Village, as the case may be,) within the last twelve months, and that I am legally qualified to vote at this elec-And the person making such declaration shall be permitted to vote: Provided always, that any person who shall, Faise declaration to be a misde-meanor. on the complaint of any person, be convicted of wil-

fully making a false declaration of his right to vote, shall be deemed guilty of misdemeanor, and punishable by fine and imprisonment in the manner provided for similar cases in the seventh section of the said Act, thirteenth and fourteenth Victoria,

chapter forty-eight.

VIII. And be it enacted, That such of the provisions of the Act thirteenth and fourteenth Victoria. chapter forty-eight, as are contrary to the provisions of this Act, shall be and are hereby repealed.

IX. And be it enacted, That the provisions of

this Act shall take effect from the passing thereof. X. And be it enacted, That this Act shall be and continue in force until the first day of April next and not after.

Provision of 13th and 14th Vict. ch. 48, contrary to this Act repealed.

Act to take effect immediately.

To remain in force till April, 1963.

#### SCHOOL REQUISITES.

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## STATE SYSTEM OF EDUCATION WITHOUT A

The Rev. Dr. Yeomans, of Pennsylvania, stated the following important facts and views, in a recent public School Address:—

"The history of Pennsylvania, in respect to the means and methods of general education, is different from that of several of the other old and important States of the northern portion of the Union. This Commonwealth has no fund for the support of a system of Common Schools. The only resource for the support of a scheme of general education by the State has been taxation. In some of the States, the appropriation of public lands to the purposes of education, at an early period, or the creation of a fund in other ways, prepared the way for the early establishment of a system of Common School instruction, which has already conferred inestimable benefits on several generations of the people, and has attained the vigor, stability and completeness of a full maturity. But the circumstances of this State in its early periods did not favor, or at least, did not produce, the establishment of a large and permanent fund for schools, and, as a consequence, the system of State Schools was later in its beginning, and has yielded less fruit in the general intelligence and culture of the people.

The value of a large fund for the support of common schools to the people of a State will of course depend on the prevailing sentiments and habits of the people. For, on the one hand, a fund may not be judiciously managed, and may render a large portion of the people more indifferent towards education than if they should pay for it as they go along; or on the other, the people may appreciate educations ohighly as to bear ample taxation for its support. In the latter case education will prosper more without a fund than with one; for nothing more engages the interest of the people in any institution than their being called upon steadily by law or otherwise to contribute to its support.

No doubt much more can be expended for education in a community

No doubt much more can be expended for education in a community where the avails of a rich fund lie plentifully in the hands of disbursing officers, and where the management is simple and quiet, and agents have only to apply the public means and account for their expenditure, to the government in the appointed way. But we should remember that for the usefulness of public schools there must be not only the necessary expenditures to build houses and supply teachers, but also an interest among the people, alive and watchful, to detect abuses,

suggest or admit improvements, encourage faithfulness and skill among the teachers, punctuality and diligence among the pupils, and diffuse as largely as possible, among themselves, the benefits of the institution. Now, if our Commonwealth has, as yet, at her disposal no large and

Now, if our Commonwealth has, as yet, at her disposal no large and productive fund for the support of her system of public instruction, she has whatever of advantage can be derived from the immediate dependence of the system on the tax-payers of the State.—And although we should not go so far in bonsting of this advantage, as to imply that this plan is every way better than the other, or better than some sort of union of the two, yet we certainly need not hesitate to admit that the present system has advantages which, in the absence of other causes, are operating powerfully for the cause of general education in our State.

And first it commands, for the most part, an amount sufficient to give the schools of the State a very considerable practical efficiency. It enables all the families of the State to maintain good schools among them a part of every year, with funds partly provided by the State, and partly furnished in due proportion by the families themselves. It induces those communities which set a higher value on general education to add largely by voluntary taxation, to the amount received from the State, and thus to increase among them the benefits of this public instruction. Now, to say nothing of the vast amount of principal which must be placed in charge of the State authorities, and vested by them, at some hazard, and with no small trouble, and expense and responsibility in the management, the people have this valuable inducement to tax themselves the more, in order to secure the greater benefit of the schools for which they are taxed by the State. The State of Connecticut has had a large school fund the security generations. But it was so difficult for the legislature to devise a plan for distributing the avails among the people, so as at the same time to satisfy the people and induce them to raise enough more to keep up good schools, and enliven the general interest in them, that it became a serious question with the enlightened people of the State whether their great fund was any real advantage.

Secondly, this system of regular taxation for schools brings up the subject of general education before the attention of the citizens, and makes them familiar with the cause of common education as a proper matter of public concern in every civilized community. It is suggestive; and reaches, especially in this Commonwealth, a numerous class of minds, which would scarcely be reached in any other way. With a fund of the existence of which half the people would know nothing, while still more would not know how it was managed, it would be far more difficult than it now is, to call the attention of thousands in our State to the duty of educating their children. Taxation is a hint, from high authority, that the education of the young is a sacred duty which the State owes to herself; and when society thus expresses her interest in the knowledge and virtue of its members, and claims the right to compel provision for their education, it takes a deep hold on the attention of many who would otherwise be the last to feel an interest in the subject.

Thirdly, there is this farther advantage in drawing the support of our schools directly from the people according to the present laws of our State, that it keeps the eyes of the people open on the directors, and other officers who are responsible for the application of the money, while it also gives them a personal concern in the wise expenditure of funds which they must contribute their share to supply. In the towns which have become interested in the improvement of the public schools, the larger part of the school tax is to be imposed and collected under the authority of the local directors; upon whose proceedings the presence and watchfulness of the tax-payers will not fail to be an all-sufficient check. There is little danger in such circumstances, of a careless use of funds by directors, and little probability that funds will be supplied in this way by the people, unless they feel an interest in the benefits of the expenditure. Whether this part of the plan works well for the State in general must be seen by its fruits; but all must see that this feature of our present system is not without important advantages."

#### SHORT MEMOIRS OF EMINENT MEN.

With the first number of the Sixth Volume of the Journal of Education, we commence a third series of "Short Memoirs of Eminent Men." Those which have already appeared are as follows :-

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Our third series commences with the following sketch of Wol-LASTON, the distinguished English Chemist and Philosopher, to whom we are indebted for several most interesting discoveries and improvements in science; --- among others, for the discovery of the important process by which Platina is rendered malleable, for which Wollaston received thirty thousand pounds sterling.

#### I. WILLIAM HYDE WOLLASTON, M.D.

WILLIAM HYDE WOLLASTON, one of the ablest and most renowned of English chemists and natural philosophers, was born August 6,

1766, and died in December, 1828.

He was the second son of the astronomer, and of Althea Hyde, of Charter-house Square, London. He was one of seventeen children, and was born at East Dercham, a village some sixteen miles from Norwich, on the 6th of August, 1766. After the usual preparatory education, he went to Cambridge, and entered at Caius College, where he made great progress. In several of the sketches published of him, he is said to have been senior wrangler of his year; but this is a mistake, arising out of the fact that a person of the same surname, Mr. Francis Wollaston, of Sidney Sussex College, gained the first place in 1768. Dr. Wollaston did not graduate in arts, but took the degree of M.B. in 1787, and that of M.D. in 1793. He became a fellow of Caius College 1787, and that of M.D. in 1793. He became a sellow of Caius College soon after taking his degree, and continued one till his death. At Cambridge he resided till 1789, and astronomy appears to have been his favorite study there although there is evidence to choose the time, as at a later period, he was very catholic in his scientific tastes. He probably inherited a predilection for the study of the heavenly books from the study of the heavenly books from the study of the heavenly books from the same and it was increased by his intimacy with the late astronomer-royal of Dublin, Dr. Brinkley, now Bishop of Cloyne, and with Mr. Pond, formerly astronomer-royal of Greenwich, with whom he formed a friendship at Cambridge which lasted through life whom he formed a friendship at Cambridge which lasted through life.
In 1789, he settled at Bury St. Edmunds, in Suffolk, and commenced

to practise as a physician, but with so little success, probably on account of the peculiar gravity and reserve of his manner, that he soon left the place and removed to London. He succeeded, however, no better in the metropolis. He continued to practice in London till the end of the year 1800, when an accession of fortune determined him to relinquish a profession he never liked, and devote himself wholly to

science.

He had no occasion to regret the change even in a pecuniary point of view, the only one in which his abandonment of medicine was likely to have injured him. His process for rendering crude platina malleable, which conferred so great a service on analytical chemistry, is said to have brought him more than thirty thousand pounds, and he is alleged to have made money by several of his minor discoveries and inventions.

His communications to the Royal Society are thirty-nine in number, and, along with his contributions to other scientific journals, refer to a greater variety of topics than those of any other English chemist, not excepting Cavendish. In addition to essays on strictly chemical subjects, they include papers on important questions in astronomy, optics, mechanics, acoustics, mineralogy, crystallography, physiology, pathology, and botany, besides one on a question connected with the fine arts, and several describing mechanical inventions.

Five are on questions of physiology and pathology, and do not admit of popular discussion. The most curious of these is a paper on "Semi-decussation of the optic nerves," and single vision with two eyes. Besides its interest as a scientific essay, it is important as having been occasioned by speculations concerning the cause of a remarkable form of blindness from which Wollaston suffered, during which he saw "only half of every object, the loss of sight being in both eyes towards the left, and of short duration only." This peculiar state of vision proved in the end to have been symptomatic of a disease of the brain, of which he didd of which he died,

Eight or nine papers are on optics, but our limits will not allow us to discuss them.

Wollaston published two papers on astronomy, one "On a Method of Comparing the Light of the Sun with that of the Fixed Stars," of which we can only give the title; the other is "On the Finite Extent of the Atmosphere," and is one of the most interesting physical essays on record. It was published in January, 1822, in the May preceding which, a transit of Venus over the sun's disc took place. Wollaston was induced in consequence to make observations on this rare and interesting phenomenon. None of the larger observatories were provided with suitable instruments for watching it; but our philosopher, with that singular ingenuity both in devising and in constructing apparatus, which we shall afterwards find to have been one of his great characteristics, succeeded by a few happy contrivances in making a small telescope completely serve his purposes. His special object in watching the passage of Venus, was to ascertain whether or not the sun has an atmosphere like that of the earth. He satisfied himself that it has not,

and embodied his results in the paper, the title of which we have given.

It is a very curious attempt to decide a most difficult chemical problem by reference to an astronomical fact. The chemical question is, do the elements of compounds consist of indivisible particles or atoms, or do they not? It is a branch of the great problem which has occupled physics and metaphysics since the dawn of speculation, in vain attempts to decide either way, viz., is matter finitely or infinitely divisible? Our author undertakes to show, not only that this difficulty may be solved, but that in fact it was solved, though no one was aware of it, as early as the discovery of the telescope, and Galileo's first observation of the eclipses of Jupiter's moons.

The paper we are discussing excited great attention among men of science; and for a long period, though few implicitly assented to the validity of the argument, no one appeared able to detect any fallacy in

its reasoning.

Beautiful and certain as are the astronomical facts brought to light by Wollaston, they supply no decision of the question of the divisibility of matter. That problem still presents the same two-fold aspect of difficulty which it has ever exhibited. If we affirm that matter is difficitly which it has ever exhibited. It was alread that matter is infinitely divisible, we assert the apparent contradiction, that a finite whole contains an infinite number of parts. If, pressed by this difficulty, we seek to prove that the parts are as finite as the whole they make up, we fail in our attempt. We can never exhibit the finite factors of our infinite whole; and the so-called atom always proves as divisible as the mass out of which it was extracted. Finity and infinity must be the be believed in that the part is other departments of known.

must both be believed in; but here, as in other departments of knowledge, we cannot reconcile them.

The greater number of Wolleston's strictly chemical papers, with the
exception of those referring to physiology and pathology, are devoted
to the exposition of points connected with the chemistry of the metals. He was the discoverer of palladium and rhodium, once interesting only as chemical curiosities, but now finding important uses in the arts. He discovered, also, the identity of columbium and tantalum. He was the first to recognise the existence of metallic titanium in the slags of iron furnaces; and he is the deviser of the important process by which platina is rendered malleable. He published, also, analyses of meteoric iron, and showed that potash exists in sea water.

Among other bodies which the alchemists of the middle ages thought it possible to discover, and accordingly sought after, was a Universal Solvent, or Alkahest as they named it. This imaginary fluid was to possess the power of discoving every substance, whatever its nature, possess the power of discoving to the liquid form. It does not seen and to reduce all kinds of matter to the liquid form. It does not seem to have occurred to these ingenious dreamers to consider, that what dissolved everything, could be preserved in nothing. Of what\_shall we construct the vessel in which a fluid is to be kept, which hungers after all things, and can eat its way through adamant as swiftly as water steals through walls of ice? A universal solvent must require an equally universal non solubile in which it may be retained for use.

The modern chemist's desire has lain in the opposite direction from that of his alchemical forefather. It is the non solubile, not the solvent, that he has sought after, and Wollaston supplied him with that in malleable platina. Long before the close of last century, the chemical analyst found the re-agents he had occasion to make use of, alkahests or universal solvents enough, for the vessels in which he could contain them. For the greater number of purposes, glass and porcelain resist sufficiently the action of even the strongest acids, alkalies, and other powerful solvents. In some cases, however, they are attacked by these, and cannot be employed in accurate analysis. Whenever, moreover, it is necessary to subject bodies to a high temperature along with active re-agents, as, for example, in the fusion of minerals with alkalies, porcelain can seldom be employed, and is often worse than useless.

It was in vain that chemists had recourse to silver and gold, as substitutes for the insufficient clay in the construction of their crucibles. These metals melt at comparatively low temperatures, and before a sufficient heat can be obtained to fuse the more refractory substances enclosed in them, they run into liquids, and the crucible and its contents are lost in a useless slag.

It was at this crisis that Wollaston came forward to put a new weapon

into the hands of the chemical analyst. Several years before he turned his attention to the subject, scattered grains of a brilliant metal had been found in the sands of certain of the South American rivers. To this, from its resemblance to silver, or in their language plata, the Spaniards gave the name of platina, or little silver. This metal was found to resist the action of nearly every substance except aqua regia; to suffer no change, nor to become rusted by protracted exposure to the atmosphere; and to be perfectly infusible by the most powerful forge or furnace.

Here, then, was a substance for the chemist's crucible, could a method of working it only be discovered. But the very properties which made its value certain, if it were wrought into vessels, forbade its being easily fashioned into them. It occurred in nature only in small grains which could not be melted, so that it was impossible as with most other metals, to convert it into metals by fusion. Neither was it possible by hammering to consolidate the grains into considerable masses, so that vessels could be beaten out of them, for the crude metal is very impure. Accordingly, it happened, that for years after the value of platina had been discovered, it could not be turned to account. Whole cargoes of the native metal, although it is now six times more costly than silver, are said to have lain unpurchased for years in London, before Wollaston devised his method of working it.

times more costly than silver, are said to have lain unpurchased for years in London, before Wollaston devised his method of working it.

That method was founded upon the property which platina possesses of agglutinating at a high temperature, though not melted, in the way iron does, so that, like that metal, it can be welded, and different pieces forged into one. This property could not, however, be directly applied to the native grains owing to their impurity and irregularity in form.

Wollaston commenced by dissolving the metal in aqua regia; purithed it whilst in solution from the greater number of accompanying

Wollaston commenced by dissolving the metal in aqua regia; purified it whilst in solution from the greater number of accompanying substances which alloyed it; and then, by the addition of sal ammoniac, precipitated it as an insoluble compound with chlorine and muriate of ammonia. When this compound was heated, these bodies were dissipated in vapor, and left the platina in a state of fine black powder, which was further purified by washing with water.

It was only further necessary to fill a proper mould with this powder well moistened, and to subject it to powerful compression. By this process the powder cohered into a tolerably solid mass, which was gently heated by a charcoal fire, so as to expel the moisture and give it greater tenacity. It was afterwards subjected to the intensest heat of a wind furnace, and hammered while hot, so as completely to agglutinate its particles, and convert it into a solid ingot. This ingot or bar could then be flattened into leaf, drawn into wire, or submitted to any of the processes by which the most ductile metals are wrought.

The costliness of the metal has not forbidden its application to manu-

The costliness of the metal has not forbidden its application to manufacturing operations even on the largest scale. In the oil of vitriol works, stills of platina are made use of for distilling sulphuric acid, each of which, though holding only a few gallons, costs above a thousand pounds. A coinage of platina was introduced into the Russian dominions, which possess valuable supplies of its ores: but though roubles and other coins struck in it, occasionally reach this country as curiosities, we understand that the coinage has been withdrawn by the imperial government, in consequence of the fluctuations that occur in the value of the metal.

In our own country, from the great consumption of platina in chemical processes, its value has rapidly risen even within the last few months; but it is constantly shifting.\* Nothing but its rarity and costliness prevent its application to the construction of every kind of culinary vessel, for which its purity, cleanliness, and enduringness especially fit it. A thousand other uses would be found for it, if it were more abundant.

Were it now the custom to honor men after death according to the fashion of the Greeks and Romans, Wollaston's ashes would be consigned to a gigantic platina crucible, as to a befitting and imperishable sepulchral urn.

His other chemical papers are all important. One of them, "on the chemical production and agency of electricity," proved, by singularly ingenious and beautiful experiments, that identity of voltaic and friction electricity, which Faraday has since confirmed by still more decisive trials. The others had reference chiefly to the atomic theory, which Wollaston was a great means of introducing to the favorable notice of chemists. One was, "On superacid and subacid salts," and contained one of the earliest and most convincing proofs which can be given of the existence of such a law of multiple proportion, as Dalton had pronounced. The other on, "A synoptical scale of chemical equivalents," first brought the laws of combination within the reach of the student and manufacturer.

Wollaston published three papers on the shapes of crystals, and on the mode of measuring them. No branch of science is less inviting to the general student than crystallography. Nevertheless, we must be

allowed to refer briefly to one of Wollaston's essays on that subject. The most superficial sketch of the philosopher whose works we are considering, would be inexcusably defective if it passed it by.

The paper we refer to is entitled, "Description of a reflective goni-

The paper we refer to is entitled, "Description of a reflective goniometer," and, next to that containing the account of the platina process, is perhaps Wollaston's most important contribution to science. It is much more difficult, however, to convey an idea of its value, than it was in the case of that essay.

A goniometer, as its name implies, is an instrument for measuring angles. The appellation, though susceptible, of course, of much wider application, is restricted to an apparatus for measuring the angles of crystals. Different goniometers were in use before Wollaston invented his, but they were comparatively rude, and could only be applied to large crystals.

When Wollaston published the account of his goniometer, he stated as an evidence of its superiority to those previously in use, that whereas a certain angle of Iceland spar was reputed to be of one hundred and four degrees, twenty-eight minutes, forty seconds, it was in reality of one hundred and five degrees.

But this is the lesser service which the reflective goniometer has rendered to science. Early in this century, a great German chemist, Mitscherlich, comparing the results obtained by Wollaston's instrument, with those procured by analysis, in the case of crystalline bodies, discovered a very curious and unexpected law. It appeared, that when substances resemble each other in chemical characters, their crystalline forms are also similar. When the simplicity in chemical properties is very great, the shapes become absolutely identical. It is a very singular circumstance, which no one appears to have in the least anticipated, that where two closely-allied bodies, such as arsenic and phosphorus, unite with the same third substance, they should produce identical forms when the respective compounds are crystallized. Each face of the one slopes at the same angle as the same face of the other. A mould of a crystal of the one would fit a crystal of the same size of the other. A goniometer set at the angle of the one, would exactly measure the angle of the other. Such crystals are named isomorphous, a Greek word synonymous with the Latin one, similiform, also made use of.

Taught by this law, the chemist, to his astonishment, found himself able to ascertain chemical analogies by measuring angles of crystals, and supplied with a means of controlling and explaining the results of analyses, which otherwise seemed only to lead to contradiction and confusion. Crystalline form is now one of the first things attended to in classifying chemical substances, and is the basis of most of our attempts to arrange them into groups and natural families.

It deserves especial notice, but has never obtained it, in histories of

It deserves especial rodice, but has never obtained it, in histories of the progress of chemistry, that he who, by his of the rightne or or ble, enabled his brethern to extend the whole science, and especially to subject every mineral to analysis, by his other gift of the reflective goniometer showed them how to marshal their discoveries. The latter instrument has been to the chemist like a compass-needle or the dolite to the settlers in a strange country. By means of it, he has surveyed and mapped out the territory he has won, so that new comers may readily understand the features of the district; and has laid down pathways and roads, along which his successors may securely travel.

One of his papers is on the interesting and poetical subject of "Fairy rings." There is no one, we suppose, who does not sympathize with the poetical rendering of the fairy ring; and no one, probably, who does not at the same time wish to know what the scientific version is also. Wollaston furnished us with the latter. He was led to form the opinion we are about to state, by noticing "that some species of fungi were always to be found at the margin of the dark ring of grass, if examined at the proper season." This led him to make more careful observations, and he came to the conclusion that the formation of the ring was entirely owing to the action of the fungi in the following way. In the centre of each circle, a clump or group of toadstools or mush-rooms had once flourished, till the soil, completely exhausted by their continued growth on it, refused to support them any longer. The following year, accordingly, the toadstools which sprang from the spawn of the preceding generation, spread outwards from the original spot of growth towards the unexhausted outer soil. In this way, each side of mushrooms came to be preceded by a ring of withered grass, and succeeded by one of the deepest verdure, and as the one increased the others did also.

These views of Wollaston have been beautifully confirmed by the recent researches of Professor Schlossberger of Tübingen, into the chemical compositions of the fungi, by which it appears that they contain a larger quantity of nitrogen, of phosphates, and of other salts, than any of our cultivated vegetables.

In another, and one of the most curious of his papers, Wollaston again plays the part of disenchanter of a poetical fancy. It is entitled, "On the apparent direction of the Eyes of a Portrait." Into this essay we cannot enter at length, but it deserves a word of notice. One large part of it is occupied in showing that we are unconsciously guided in our estimate of the direction in which the eyes of another are turned

Platina costs at present, in the state of ingot or bar, from 30s. to 35s. per ounce, wholesale. Manufactured articles from 32s. to 42s. per ounce, also wholesale. The retail prices are from 5s. to 10s. higher. Virgin silver sells at 5s. 8d. per ounce, wholesale; at 9s. per ounce, retail, when manufactured. Sterling silver is worth 4s. 11d. per ounce.

not merely by the position of the iris (or colored circle) and whites of these eyes, but likewise by the direction of the concurrent features, particularly those which are more prominent, as the nose and forehead. However unexpected this statement may be, or perplexing the explanation of it, Wollaston puts it out of the power of the least credulous of his readers to deny the facts, by the plates which accompany his paper. In these he shows that the same pair of eyes may be made to look up, or down, or to either side, merely by altering the direction of the nose and forehead which accompany them. In this paper, also, he supplies an explanation of the familiar fact, that "if the eyes of a portrait look at the spectator placed in front of the picture, they appear to follow him in every other direction.'

One other reference will conclude our discussion of Wollaston's says. The last paper we mention is, "On Sounds inaudible to certain Its object is to point out, that while in the natural healthy state of the ear, there seems to be no limit to the power of discerning low sounds, in many persons who are otherwise quite free from deafness, there exists a total insensibility to high or shrill notes, so that they are quite deaf to these. The hearing of different persons was found by Wollaston to terminate at a note four or five octaves above the middle E of the pianoforte. His own hearing ceased at six octaves above that note. Those who were thus deaf to high notes were, in consequence, quite insensible to the chirping of the grasshopper, the cricket, the sparrow, and the bat. With these observations, Wollaston connects a beautiful speculation as to the possibility of insects both emitting and listening to shrill sounds, which we never hear; whilst they, in like manner, are totally deaf to the graver notes which only affect our ears.

This seems to us a striking and beautiful idea, and suggests many thoughts. It is in a fine sense a fulfilment of St. Paul's declaration, "There are, it may be, so many kinds of voices in the world, and none of them is without signification."

Towards the latter part of the year 1828, Wollaston became danger-ously ill of the disease of the brain, of which he died. Finding himself unable to write out an account of such of his discoveries and inventions as he was reluctant should perish with him, he spent his numbered hours in dictating to an amanuensis an account of some of the more important of them. These parting gifts of a dying philosopher to his brethren will be found in the papers bearing his name which are printed in the Philosophical Transactions for 1829.

These were not his only legacies to science. Shortly before his death, he wrote a letter to the secretary of the Royal Society, informing him that he had that day invested, in the name of the society, intormatock to the amount of £1000. The interest of this money he wished to be employed in the responsibility of experiments in natural philosophy. A Wollaston medal is accordingly given periodically by the Royal Society.

In the June before his death, he was proposed as a member of the Astronomical Society of London; but, according to the rules of that body, he sould not have been elected before their last meeting for the year. When the society met in November, 1828, however, the alarming situation of his health, and the great probability of his dissolution previous to the December meeting, induced the council at once to recommend to the assembled members a departure from the established rule, and that the election should take place at that sitting. This was done, and received the unanimous sanction of the meeting, which insisted on dispensing with even the formality of a ballot. Dr. Wollaston, then within a few days of his death, acknowledged this feeling and courteous act by presenting the society with a valuable telescope which he greatly prized. It originally belonged to his father, and had been subsequently improved by the application to it of an invention of his own, that of the triple achromatic glass, a device on which astronomers set great value.

It is impossible to turn from the record of these incidents, without a feeling of strong admiration of the old Roman-like resolution and calm courage with which the suffering philosopher waited for death. he was nearly in the last agonies, one of his friends having observed, loud enough for him to hear, that he was not at the time conscious of what was passing around him, he immediately made a sign for a pencil and paper, which were given him. He then wrote down some figures, and, after casting up the sum, returned them. The amount was right. He died on the twenty-second of December, 1828, aged sixty-two, a few months before his great scientific contemporaries, Sir Humphrey Davy and Dr. Thomas Young. After death it appeared that that portion of the brain from which the optic nerve arises was occupied by a large tumor. If we are right in thinking that the singular one-sided blindness from which he sometimes suffered was an early symptom of this malady, it must have proceeded very slowly, for his paper on the semi-decussation of the optic nerves was published in 1824. It is interesting for the sake of psychology to know, that in spite of the extensive cerebral disease referred to, Wollaston's faculties were unclouded to the last.

There remains but little to be told. No picturesque incidents or remantic stories adorn Wollaston's biography, and but few character-

istic anecdotes have been preserved. His days were spent with entire devotion to science, between his laboratory and his library.

His reluctance, or rather positive refusal, to admit even friends to his laboratory has already been referred to. Plato is said to have written above the door of his study, "Let no one who is not a mathematician enter." Had Wollaston placed an inscription, or rather a proscription above the door of his laboratory, it would have been still more brief and comprehensive, "Let no one enter." This hermetically sealed laboratory was known to have been of small dimensions.

Dr. Paris mentions, in his life of Davy, that a foreign philosopher once called upon Dr. Wollaston with letters of introduction, and ex-"Certainly," he pressed an anxious desire to see his laboratory. replied; and immediately produced a small tray containing some glass tubes, a blow-pipe, two or three watch-glasses, a slip of platina, and a few test-tubes. It is added by the same gentleman, that Wollaston appeared to take great delight in showing by what small means he could produce great results. Shortly after he had inspected the grand galvanic battery constructed by Mr. Children, and had witnessed some of those brilliant phenomena of combustion which its powers produced, he accidentally met a brother chemist in the street. Seizing his button (his constant habit when speaking on any subject of interest) he led him into a secluded corner, when, taking from his waistcoat pocket a tailor's thimble, which contained a galvanic arrangement, and pouring into it the contents of a small vial, he instantly heated a platina wire to a white heat.

That he did not selfishly hoard his money may be gathered from the following anecdote, which is declared to be authentic. Having been applied to by a gentleman, who was involved by unexpected difficulties, to procure him some government situation, Dr. Wollaston's reply was—"I have lived to sixty without asking a single favor from men in office, and it is not after that age that I shall be induced to do so, even were it to serve a brother. If the enclosed can be of use to you in your present difficulties, pray accept it, for it is much at your service."

The enclosed was a cheque for ten thousand pounds.

Wollaston and Davy were contemporaries and friends. It is diffi-cult to imagine a greater contrast than that between the eager, imaginative poet-chemist, on the one hand, and the austere, unimpassioned, monk-philosopher on the other. Davy was a man of sanguine, enthusiastic temperament, overflowing with life and animation; Wollaston's nature was as still and unmoved as the bosom of a lake hidden from the wind in the recesses of a cavern. The former was a spoiled child of nature and of fortune, and greedy of applause. He delighted in the approving sumes of ladies, and was flattered by the notice of the great. It was a source of pain to him that he was not of good family. Wollaston was a disappointed man. He begged one boon from his brethren, the physicianship of an hospital; when that was refused him, he shut himself up in his laboratory, and rejoiced, when sixty years old, that he would not ask a favor, even for a brother. He was indifferent to the notice of all but scientific persons, and avoided every occasion of attracting popular attention.

To these attempts to bring out Wollaston's character by contrasts with that of his great contemporary, we would add a word or two concerning his likeness in disposition to another of our distinguished men of science. Those who are acquainted with the life of the Honorable Henry Cavendish will acknowledge that he and Wollaston resembled each other greatly. In both there was the same austerity, taciturnity and reserve; the same extreme caution in drawing conclusions, and exact.precision in stating them; the same catholicity of tastes as regarded their philosophical pursuits; the same relish for scientific society and dislike to any other; the same indifference to applause; the same frugal habits; the same candor and justice towards other men of science; and the same strong love of truth and perfect integrity. And as in life they were alike, so in death they were not divided. The closing moments of the one, were marked by the same kind of calm courage and serenity which distinguished the death-bed of the other. Cavendish

and Wollaston might in truth have been twin brothers.

The restraint and distraction of faculty which these three influences occasioned, were fatal to Wollaston's being a distinguished or system-His inordinate intellectual caution kept him from giving to the world any great generalization. Had he attempted one, he would have spent a lifetime in establishing it to his own satisfaction. His acquaintance with most of the physical sciences induced him, instead of dedicating his life to the establishment of some one great theory in a single branch of knowledge, to pursue many inquiries in each; these were sufficiently limited in scope to be brought to a conclusion, satisfactory even to his fastidious, sceptical spirit, in a reasonable time. His mechanical ingenuity constantly tempted him to improve some one of the thousand instruments of physical science which are not perfect.

He must nevertheless be counted great, on the ground of the multitude of single works which he executed so ably. He will stand in the second rank of great physical philosophers, along with Black and Cavandish, Davy and Dalton.



The portraits of Wollaston represent him as a grave, silent, meditative man; one who would excite much sincere respect, but little enthusiastic affection, among those who knew him. He led a solitary life, and was never married.

Altogether, the combination of reserve with perfect straightforwardness; the relish for acquiring money, with the generosity in parting with it when it could be worthily bestowed; the clear intellect, the self-reliance, the aversion to interference or intrusion on the part of strangers; the impartial justice to rivals, and the business-like method of all his habits, seem to us pre-eminently to mark out Wollaston as, par excellence, the English Philosopher.

#### THE RICH AND CHILDLESS TAXED TO SUPPORT PUBLIC SCHOOLS.

To the citizen of large property and no children to be educated, it seems an inequality to pay a heavy tax for the schooling of his neigh-bours, most of whom he considers able to purchase instruction for themselves. But that some system is necessary to secure the general education of the families of the state, and especially of the poorer classes, is on all hands admitted. This necessity itself, if duly considered, will go far to reconcile the feelings to some unavoidable inconveniences. Some families have no members who can enjoy the benefits of the institution; and some may prefer to procure instruction for their children in private or select schools. Both these classes receive greater advantages from the system of common education than might at first view be supposed. They have more pecuniary interest in the intelligence and good morals and peaceful habits of the community than the poor who pay little or no taxes; for they have more to lose by the violence and lawlessness of the ignorant and the vicious. They have more social interest in the good habits of the poorer classes than the poor themselves; for having a measure of culture and being raised to a comparatively higher sphere of social enjoyment, they find no satisfaction, but only annoyance and disgust, in those riotous pleasures which are the element of the low bred and the vicious. And since many families may choose rather to maintain seminaries which are more select, than to avail themselves of the common schools, these may be the more contented to hear their share of a general school tax, while they consider that they contribute to support a beneficent institution for those who cannot purchase for their families the higher degrees of education and many of whom desire nothing better; that they thus pay, and at a very cheap rate, for that conciliation and sympathy and influence with the masses which they would wholly forfoit by a total separation from an enterprise so closely connected with the general good; and that they thus sanction and sustain a law which commands a vast amount of means for education from persons of ample wealth, and large families, but no culture, and who would not give anything for schools except under the force of law. These and other like considerations, if candidly weighed, will go far towards overcoming the repugnance which some may feel against a law, which taxes them without offering a direct return,

Therefore, remembering that intelligence and virtue in the people, are, to a free state, the only security of right; that nothing but good schools can maintain intelligence and virtue; that the state only can ensure good schools to the full extent of the public need; that taxation is the only pecuniary resource of the state; that property or some representative of property is the proper subject of taxation, and ought as much to pay for this kind of defence as for any other, we may see more reasons for contentment with some such approach as we now have, towards an equitable taxation for schools, than for meditating any change which would sacrifice our present advantages without supplying better.—Pennsylvania School Journal.

#### A FEW HINTS FOR A TEACHER ABOUT TO COMMENCE A SCHOOL

FRIEND N —: You ask me to give you what you have been pleased to call the "results of my experience." I have never felt more fully conscious of my inability fully to discharge the duties of the school-room than I do now; and if experience has done no more, it has shown me many deficiencies. Still, however, I remember some peculiarities of the country district schools, and will drop a few hints which may bear to you my best wishes for your success. Let me, in the first place, ask you to remember that any plan or scheme may work well in one man's hands and under one set of circumstances, and utterly fail when conditions change.

On first meeting your pupils, do not allow yourself to be disturbed by the novelty of your position; your natural ease of manner, and your feeling of sympathy with those around you, will shield you from putting on the airs of a master, while your just appreciation of your position will teach you what respect is due from those under your care. Our actions spring from our thoughts, and he who knows himself and the position which he occupies, can hardly fail to fill his place with

propriety. The best assurance of a kind and gentlemanly bearing towards pupils is found in a benevolent heart and a cultivated under-

Opening school. The busy sounds of gaping, curious inquirers subside as you enter the school-room, and the crowd of life now waits your direction. If it is your purpose that your first exercise be reading the Bible, have all the other books laid together, and, in general, do not have them taken from the desks till after the reading is finished. This prevents noise, and separates the present exercise from the ordinary business of school. Quiet being secured, let the older pupils read two verses each in turn. It is not best for the smaller pupils to read; let them wait till they can read well enough; but be sure that all who can read the Testament, have books and pay attention. From what I know of your opinions and feelings, I judge that you will wish to follow the reading by brief prayer. I advise you to do so. You will feel calm, refreshed, and strengthened. Your pupils will pass to their work more quietly, and to better purpose. I like to have a school repeat the Lord's Prayer in con rt.\* This would no doubt seem strange to you a pupils but in the condensate of the result of the ready and the result and the result and the result and the result and the result and the result and the result and the result and the result and the result are the result and the result to your pupils, but in a few days they would all easily speak in the same time with you. These opening exercises may occupy about

fifteen minutes; less, rather than more. Let the discipline of your school be your first care. You will not understand me to recommend you to begin with presenting a code of laws, nor with a particularly magisterial manner. Not at all. But have, at first, as distinct a notion as possible what the condition is which you desire, and then use in season the best means to secure it. Forestall evil by securing attention to something good. Hence, tell the pupils by your manner, and in words, too, that you have come to help them reap the greatest profit from the winter's opportunity. the business of the place is study, and that, for their good and their comfort, as well as for yours, nothing should be admitted which is likely to interfere with study. Say to them, perhaps, that from your recollection of your own school-days, and also from the testimony of experienced teachers, you believe that whispering, with other forms of communicating among pupils, is the great evil in most schools, and is the entrance for almost all the other evils which disturb their quiet and progress. I have often closed my remarks on this subject, by saying that I considered refraining from whispering of so much importance, that to refrain from it and from its substitutes, was all I had to suggest; and that, to call their attention more directly to it, as well as to offer some stimulus to watchfulness and self-control, I would, before the morning's recess, ask all those who have refrained from whispering to rise. Sometimes I have divided the question, asking first if there were any who had not voluntarily communicated in any way, by writing, motioning, &c.; then calling on those who had refrained from communicating by whispering. Express your satisfaction with the success of those who have been successful, and remind the others that you will repeat the inquiry at noon. Inquire often, until the habit of refraining is formed; for the pupil will think it comparatively easy to do without communicating with his neighbors for half of the morning, when it would look like an impossibility for him to do it all day. Tell them would look like an impossibility for him to do it all day. Tell them how much easier it is to refrain entirely from communicating than pretty nearly to do it. A vague purpose to do about thus or thus, is not worth much; but a resolution to do this very thing, and to begin now, makes success nearly certain. If you purpose on a pleasant evening to accompany your friend towards his home a little way, where will you stop? If you speak of going so far, the question is all settled. By this plan of inquiring, a large majority of the school will have their course fixed for the winter. Ask those who do not refrain, to consider which portion embraces the best scholars and most trusty pupils, those which are most esteemed in the neighborhood. I like to keep a record of each half day's success. If some consider this a milk-and-water government, only playing with them, and begin to annoy you by improprieties, try talking with them alone, and such stronger influences as you find necessary. But in what you require, be obeyed. Respect for authority is so little required in many families at home, that if that habit of obedience to just rule, which is more necessary in making a good citizen than correct language, be not formed at school, the boys and girls will grow up without it. This voluntary method in respect to whispering has served me better through all my teaching than any-thing else. But your discretion must be your tutor. Be particularly thing else. careful that the reporting does not lead to a disregard of truth.

As quickly as possible give all your pupils employment. A good beginning being made in respect to whispering, and just enough work assigned to employ each pupil till he expects to recite, taking care yourself to have leisure enough for observing what passes in your realm, government will be known only in respect to such pupils as purpose mischief; and if there be such, very likely the general current of the school, with your kind, frank, and independent manner, will prevent such a purpose from being carried into effect.

Take time enough to arrange your school. Well begun is half done. Before you can classify your school, you must know what it contains.

<sup>.</sup> This Prayer, on a large sheet, is sold at the Educational Depository, Toronto,



To obtain this information, I have been accustomed to rule a sheet of paper from top to bottom, leaving the first space wide enough for the pupil's name, the second his age, and the following ones for writing the names of the studies of school. Then, each pupil being called in turn, his name, age, and the studies he desires to take, are entered in the proper columns. This takes time, but when it is done you have the whole before you, and can readily see how many classes you must have, &c.; give them all some work to do while you are doing this. Some assistance in classifying may be obtained from asking the several classes, as they were arranged in the last school, to rise.

Have as few classes as possible. I am not a believer in the doctrine that a teacher can instruct twenty pupils just as well as one; for I well know that different pupils need different instruction. An explanation which is given rapidly enough to keep the attention of one pupil, will leave another all in a maze behind you; whilst that which is given slowly enough, and with sufficient detail and repetition for the second, will make the first impatient or listless. Still, there is great gain to those pupils which are near to each other in attainments and capacity from hearing each other recite, and to you from instructing them all at once, instead of individually.

#### Have a time for each exercise. On this I will add nothing.

Do not permit pupils to take too many studies. Time is frittered away and attention is dissipated by trying to carry along too many kinds of work at once. A disciplined mind finds it difficult to fix the attention at once on new works, and a child with half-a-dozen studies is not likely to have distinct notions of any. An editor of a book for beginners in Greek, recommended the pupil to have, when commencing, no other study, unless it were a light one to give relief by change.

Do not try to go over too much ground. One farmer tills a small piece of ground well, has heavy crops and gets rich; another goes with plough and scythe over a large farm, and having worked hard all summer, gleans a sparing harvest, and is disheartened at the poor return for his labor. I confess I have some experience in failing of what I might do, from attempting too much. Do not allow a class or pupil to go over what they do not understand, because it is unpleasant to tell them of their deficiency, or through your own or their desire to go through a book. Progress is not measured by pages. Assign a short advance lesson for next time so that you may have time to complete this. Take nothing for granted. Consider it your chief business at recitation to find out if the pupil is ignorant of any point in the lesson. Let it be learned that recitation to you is something, both in rapidity and thoroughness. There is hardly an instance of a hand-some compliment than that paid to a medical examiner who, when he asked a candidate for a degree how he would give a sweat, received in answer,—"I would bring the patient before you, sir, for examination." Do not fear, from thorough questioning, the fate of that master who was discharged because he did not know anything, and only asked questions to learn something from the scholars.

Experienced teachers usually spend much more time on the elementary portions of books than beginners do. In arithmetic, to work numbers readily is the first considerable step for the learner. If the pupil, whilst studying an example, is burdened on account of his inability to perform the numerical operations easily, he cannot reason well upon it. We choose small numbers for illustrating an example in written arithmetic for this very reason. A boy who cannot work fractions easily, will fail in his reasoning if the example has fractional numbers, when he can tell the method of performing a similar example made of small whole numbers. Time is lost. A beginner will learn to add well much faster from tables in his book, or from columns on the board, which a class study to add to you in concert, than he will when stopping to think, whilst trying to perform an example. One thing at a time, if we would have anything done well. Many persons, from not having learnt addition properly, often have to stop and think, or count, when they would add. A child has not learned addition till 7 plus 3 makes him think of ten as readily as the numeral 1, with a 0 following it (10), does. Nor has he learned multiplication till 7 multiplied by 3 is just as certain to make him think of twenty-one as the numeral 2, with a 1 following it (21). Then to what a painful drudgery a boy is subjected who is at work in reduction with his fingers between the leaves at the table of long measure, and a multiplication table lying before him; or a girl in the middle of Colburn's First Lessons, counting her delicate fingers! Is it uncommon to find pupils ciphering in reduction when they dread to see a division larger than twelve? or having so hard work to get the figures right in decimals, that they have really no thought to bestow on the pointing?

The means of having all these things right is drill, and this takes time. Your pupils may think they are making but little progress, but distinct vision will come if you persevere; and when the book, in coming time, opens to those few worn pages, the pupil's mind will gladden with the thought that he there began to study arithmetic to some purpose.

I have spoken mostly of arithmetic, but the waste of time and the stupifying of intellect may be effected by going over other studies without understanding them, as well as this. Perhaps the evil occurs oftenest in grammar. The art of cross-questioning well is as important to a teacher as to a lawyer.

You know I think much of visiting the pupils' parents. Not doing this, you testify falsely as to the interest you take in the pupils' wel-

fare, and lose much influence and co-operation.

I hope this winter's experience will be so pleasant that your desire to make teaching a permanent employment will increase. If you would improve in teaching, you must see what others do, read what others have written, and reflect on it till the grain is all your own. You must know other things too; you will be judged like other men by your intelligence. It has been often spoken, resolved, and voted, that teaching is an honorable calling; but, a man in any profession will, in the end, be honored for what he is,—for what he brings to the profession. The teacher must be intelligent that he may instruct his pupils well; and if he would be well received in society, he must contribute to society his proportion of improvement and pleasure.

#### THE MODUS OPERANDI OF THE SCHOOL-ROOM.

So much has been said on education that I hardly know where to begin to say more. Yet who can say that it has been in vain? What are common schools now, and what were they ten years ago, in Lancaster county? What were our school houses ten years ago, and what will they be ten years hence? Six years ago I commenced teaching at Lampeter Square, in an ex-blacksmith's shop, now replaced by a large and convenient brick house, unsurpassed by any country school house in the county. Ten years ago teachers in this county were but seldom examined; now they are not employed without examination. The only object of teaching then, was reading, writing and ciphering: now (in our best schools) it is to educate the faculties.—What was then written respecting what schools ought to be, is now accomplished in our best schools. But let us not forget that what we are now, others were ten years ago; and what they are now, we have yet to be. Let us then, Teachers and friends of education, lay our shoulders to the wheel, and in ten years more, we may see a new race of teachers, fresh from the Normal schools, established by the State. Do not the best teachers now feel their wants? Do we not often see and hear suggestions which show us wherein we need instruction in the modus operands of the school-room?

The education of a child's faculties: the making of the child to be a thinking being, seems to be the desideratum. Yet the mode of doing it, the way a child is taught to think, how to place the meatal food within his reach so as to render it the most attractive: in short, the practical teaching of "the young idea how to shoot," seems to be more theorized and less practised with us than any other branch of education. To make the more advanced studies attractive to the student, is not so much a theory.—Most of us, I hope, have succeeded in some degree, in this branch of education. Yet a few hints thrown out in this essay may not be wholly unprofitable to myself and others. Let

us endeavor mutually to improve one another.

I begin with a child's first studies. In the school that I now teach, there are two little boys, one a regular pupil, the other the child of a neighbor, a voluntary pupil. If prohibited from coming to school he cries, and if not watched, steals the opportunity to come, and will not leave without force, unless commanded by the teacher. The one first cried to come to school, and in a week, cried to stay at home. Why? Because the "long lessons tired him," to use his own words. The other, a remarkably active, lively boy, continues to like the school, and so well, that he will consent to sit in quietness for several hours each day rather than leave it.—He sometimes, as a special favor, is permitted to say a lesson, and with respect to the improvement of the mind, is the better scholar. The former is a book drudge, the latter is becoming a thinker. At different periods during my being engaged in teaching, I had two little girls given to my care. They commenced their studies, as the little boy here mentioned, is commencing his; and, in two years, they were better scholars, (even book scholars) than any others ever taught in my school in the same time.

I merely throw out these facts, as hints to others. As practical teachers, we are arrested on the threshold, by parents and the patrons of the school, who try the pupils by the book. Who has not heard the complaint, "My child has gone to school so long, and he don't

know his letters."

I dare not trust my reputation and interest as a teacher, in the hands of my most liberal patrons.—They judge, not by what the child knows, but by how many words he knows in the book. All that he knows besides his book knowledge, is attributed to his own natural talent; and the teacher is the more liable to censure, for not teaching so promising a child. Better for the reputation of the teacher that he cramp every energy, except that which is bent, from morning till night, over an unmeaning book-lesson: for the dulness of the child is not attributed to the teacher, who rather receives additional praise, for teach-



ing one so unapt. As to punishment, the greatest that could be inflicted on the little girls mentioned (besides sending them from the school) was to deprive them of books.

Without theorizing further, I leave these facts in the hands of others, and proceed to the more advanced branches of a common school education.

I commence with the teaching of English Grammar: and be it understood, that I disclaim any professions of superiority; what I relate is merely my experience. "In the multitude of counsellors there is wisdom." Let us relate, examine, and compare. I have found no better system of English Grammar, than the old fashioned one of ten parts of speech, five moods, six tenses, &c., &c. The teaching is of more importance than the system taught,—and whether you call Thomas Burrowes a name or a noun, is of but little importance. What difference can it make in a pupil's acquirement of a knowledge of our language, whether run and walk are neuter verbs, according to Murray, or active verbs according to modern grammarians. The distinction between them and transitive verbs must exist, be the system what it may; and it seems to me of little importance, by what names they are called. Teach the pupil the true distinctions between words, and I care not by what names they are called.

E. LAMBORN.

West Lampeter, Lancaster County, Nov. 1852.

#### NORMAL SCHOOLS-EXAMINATION OF TEACHERS --UNIFORM SERIES OF TEXT-BOOKS.

In a County Convention of Teachers, at which the State Superintendent presided, held at Blairville, in Pennsylvania, the following (among several other) resolutions were adopted :---

"Resolved, That though much good can be effected by Teachers' Institutes, yet the full preparation of the Teacher for the performance of his momentous duties, can only be effected by a regular thorough professional system of training. If it be true that "the right to punish crime involves the duty to educate for the prevention of crime," then it must be true that the same right involves the duty of providing all the means of education. Of these we consider Normal schools, founded by the State, for the preparation of teachers, as among the most necessary and efficient; and therefore we strongly advocate their early

"Resolved, That as teachers we not only are willing to submit to, but demand at the hands of directors, a thorough examination into the moral character and professional qualifications, as well as the literary attainments of all applicants; under the belief that though such investigation will not have the effect of creating perfectly qualified teachers where they do not already exist, yet it will at least give the due preference to the most worthy and thereby encourage self-improvement.

"Resolved, That in the opinion of this Institute, it is a matter of high importance that a uniform system of text-books in our schools be secured; that we regard any system as preferable to no system; and that we respectfully but earnestly urge the Directors of the Common Schools in every district to perform their duty in this respect, by adopting and requiring the use of a uniform series of text-books."

#### TEXT-BOOKS AND APPARATUS IN SCHOOLS.

Of the positive facilities for study, the first consists of books on all the branches of science to be pursued in the schools. And among the multitude of books it is not easy to decide which are the best. It is only the experience of teachers of approved judgment which can be relied on to select, for the use of the school, books which unite the qualities of prompters and helpers. Books should be used in schools as prompters to thought. They should be designed to excite the scholar to the use of his mental power, to make him think closely and patiently, telling him one thing only to make him think of another; stating a fact to lead the pupil to search for the cause; describing phenomena to make the scholar think of their due order in the course of nature. A book of anecdote, or of mere historical narration will serve scholars for exercises in reading, and may give useful information, but serves no purpose for mental discipline. A book of arithmetic which teaches by rule and example only, which directs the scholar to place his 7 under his 9, and put down six and carry one; or teaches him to compute the interest of 40 dollars for eight months, at 6 per cent, by multiplying by 4 and cutting off the two right hand figures for cents, and leads his thoughts to mothing more, may guide the pupil in a few mechanical processes of thought, but cannot teach him to think. Hence the rage for simple books, entitled science made easy, which told everything and left nothing to be studied out her had the day. and left nothing to be studied out, has had its day. Common sense has decided that books of education should not be labor-saving inven-

tions, but means of increasing labor and making it profitable; as good roads are not to relieve horses from work, but to make them work to better purpose.

But while good books for schools must not be so plain as to leave nothing for study, they must not be so blind as to furnish no leading thoughts—so dark that the pupil cannot see his first step. Suggestive hints for starting processes of thought are indispensable; but as the books are to be available to the books are to be available. but as the books are to be used under teachers, and not in mere private study, they may, as they must, be left with a general adaptation, leaving the particular application of the books to the different capacities of the scholars, very much at the discretion of the teacher. And it is in this department of his office that the discretion of the teacher can very highly commend itself.

In addition to books there are also other helps to study to be found in the various contrivances for illustrating the principles of science to the senses. The formulas of mathematics, the diagrams of geometry, the drawings of mechanics, the miniature machinery for illustrating laws of nature and explaining problems in philosophy, orm together a body of apparatus, indispensable as incitements and guides of thought. They are a part of the language of science; a compend of the literature of nature; select phenomena to stand along the path of thought, as

classical explanations of principles.

The value of apparatus in teaching consists chiefly in the clear and direct views it gives of principles which would not be understood by the use of words. And in the present advanced state of common education, we cannot expect to gain the full advantages of our system, without the use of this help. It has become one of the duties of teachers and the use of this help. directors of our schools to provide such means of illustrating scientific principles, as will put the scholar in command of his science, and furnish him with a firm basis and substantial materials of thought in all the branches of his study.—Pennsylvania School Journal.

#### SCHOOL DISCIPLINE

For several years past the question of corporal punishment has engaged the attention of the community, and many have taken strong ground against it. Public sentiment has always been averse to the infliction of corporal punishment, arising partly from a superficial view of the subject, and partly from an undue value of the efficacy of the substitutes employed. The public have generally put forward the abuse of this mode of punishment as one of the chief arguments against

In some portions of the Union teachers were severely censured both by the public and the press.—The first inquiry propounded to the humble applicant demanded his opinion concerning the use of corporal punishment.—An answer in its favor was considered a weighty objection against him. Hence, many, who had never experienced the difficulties of the school-room became the most ardent supporters of moral suasion; and many who had held responsible situations, seeing their popularity waning, had neither the courage nor the honesty to avow their real scritiments, but joined the advocates of the new theory, and thus apparently gave undeniable evidence of its superiority. Every teacher who had the hardihood to defend the wise teachings of Solomon, was in danger of incurring the displeasure of his superiors, and he could scarcely dare to inflict personal chastisement even as a last resort. In vain would he plead to be heard, while he portrayed the sad effect upon a certain class of his pupils, whose misdoings nothing would restrain but the fear of the rod, the assertions of the advocates of mild and gentle treatment to the contrary notwithstanding. Expulsion, the only remedy for the incorrigible, substituted: For when every kind, gentle, and judicious effort of the teacher has failed, personal chastisement or expulsion must follow.

What has been the result of the experiment?—Let the parents of our populous cities answer. A distinguished teacher asserted, before the Convention at Newark, last August, that the people of Boston came forward and settled the question in favor of a sound and wholesome discipline. What he stated of that city we are prepared to affirm of

others.

In a few months hundreds were turned out to run the streets. Expulsions multiplied to a serious extent. Parents earnestly entreated the teacher to punish their children rather than to give them the opportunity of finishing their education on the highway. Need we add that the name of our city had become a synonyme for rictous and disorderly behavior? Truant-players increased to an alarming multitude. Then the relapse took place, and a general revulsion of opinion soon closed the mouths of those who decried a proper castigation of the refractory, and thus encouraged insubordination, instead of supporting good and wholesome discipline.

These remarks were prompted by the necessity of keeping teachers and parents awake to the dangers of specious philosophy, and of warning them against the adoption of the principle that a pupil can be governed without restraint.

Philadelphia, Nov. 1852.



TORONTO: JANUARY, 1853.

#### NATIONAL EDUCATION IN UPPER CANADA.

A good Scotch writer has observed, that "a rightly directed system of education is a moral power in the universe, second only to the creating energy that forms and sustains in existence its material framework. It is, indeed, cooperating with the same Divine influence—it is carrying into effect the very laws which the Creator has established for the moral renovation and perfection of the species, for admitting it to a glimpse of that intellectual radiance emanating from the 'Father of lights,' and for opening up by the magic influences of love and affection, those springs of joy and gladness that have their source in every breast, and that would flow forth and encircle the whole family of man in one vast flood of blessedness."

Every inhabitant of Upper Canada who enters into the spirit of this passage,---and who does not, or ought not to do so ?---must be proportionably anxious that the area of education should be as large as the population of the country, and that its quality should be as excellent as its extension should be universal. There should not be a desert or wilderness spot in the whole mental area of the land; and every spot should receive the best cultivation. This requires schools to be universally accessible, and universally good; and involves the diffusion of that knowledge which will enlighten and prompt the public mind to the exercise of right views and feelings, in regard to this vocation of patriotism and humanity. Such is the continued object of the Journal of Education-unswayed by any spirit of partizanship, and acknowledging no narrower interest and no lower object than the universal education of the youth, and the future happiness and grandeur of Upper Canada. But in this great work, every agency has its place and its importance, from the School register to the School law; and every individual has his position and his duty, whatever may be his office in the School system, and whatever may be his circumstances and rank in society at large.

Individual mind is in harmony with itself, and is working out its high destinies, when every faculty is healthful, and every power is performing its appropriate functions; so is society fulfilling its high vocation, when the duties of every actual member are duly understood and performed, and the faculties and powers of every intended member are appropriately developed and directed.

That Upper Canada is happily advancing in this career of civilization, is beyond doubt; and it depends upon each Canadian to say, whether he will retard or accelerate the advancement of his country in the essential elements of individual enjoyment and national prosperity.

#### COUNTY SCHOOL CONVENTIONS.

[OFFICIAL CIRCULAR.]

To the Municipal Councillors, Local Superintendents, Visitors, Trustees, and Teachers of Common Schools in Upper Canada. GENTLEMEN,

In the course of the next two months, the undersigned proposes, Providence permitting, to visit each County, or union of Counties, in Upper Canada, for the purpose of holding in each a County School Convention of all school officers and other friends of general education who may choose to attend. It will be recollected, that all clergymen, judges, members of the Legislature, members of County Councils, and aldermen are School Visitors; that the law makes it the duty of Local Superintendents to attend such conference; and the undersigned shall be happy to meet and confer not only with all School Visitors and Local Superintendents, but as many Trustees, Teachers, and friends of education generally, as can make it convenient to attend—including, of course, such Trustees and other school officers and promoters of education as may reside in the Cities, Towns, or Incorporated Villages of each County, or union of Counties, within the limits of which a County School Convention shall be held.

The object of each County Convention will be,

- 1. To answer any questions which may be proposed, and giveany explanations which may be desired, respecting the several provisions of the Common School law.
- 2. To consider any suggestions which may be made for its improvement.
- 3. To consider any suggestions which may be made as to the best regulations in regard to Public School Libraries, and their relation to County, Township, and School Municipalities; also, Teachers' Institutes, and the mode of constituting and managing them.

There are so many considerations involved in the establishment of Public Libraries and Teachers' Institutes, that the undersigned is unwilling to decide upon and submit official regulations respecting them, without as large and free a consultation as possible with experienced and interested parties throughout the country. And, as it is intended, during the approaching semi-session of the Legislature, to propose (not any changes in the general provisions of the existing school law, but) some supplementary provisions to improve the school law, the undersigned is anxious to be favored with every suggestion which the experience and administration of the law may have furnished to local school authorities. It will be desirable to have all questions and suggestions to be proposed at each County Convention, prepared and presented in writing.

Whatever public address the undersigned may be able to make in each County, will be made during the County School Convention.

The meeting of each Convention will take place at HALF-PAST ONE O'CLOCK in the afternoon, and the proceedings commence precisely at Two, whether few or many are present. The time and place of each of the proposed County School Conventions are as follows:—

COUNTIES.	TOWNS.	DATS.	DAT	
Lincoln	St. Catherines,	Monday,	Jan.	24.
Welland,	Merrittville,	Tuesday,	. "	25.
Haldimand	Cayuga,	Wednesday	"	26.
Wentworth and Halton	Hamilton	Thursday,	. "	27.
Wellington, Waterloo and Grey,	Guelph	Friday	46	28.
Perth,				29.
Huron and Bruce,			"	31.
Lambton,			Feb.	2.
Essex,	Sandwich	Friday	"	4.
Kent,	Chatham	Saturday	ct.	5.
Middlesex and Elgin,	London	Tuesday	"	8.
Oxford,				9.
Norfolk,	Simcoe	Thursday	"	10.
Brant,	Brantford	Friday	"	11.
York and Peel			"	16.
Simcoe,				18.
Ontario,				28.
Peterborough,				24.
Northumberland and Durham,				25.
Hastings	Bolleville	Saturday		26.
Prince Edward,	Picton	Monday		28.
Lennox and Addington,				
Frontenac,				2.
Leeds			"	4.
moone,	DIOCETIE,	r,		30

COUNTIES.	TOWNS.	DAYS.	DATES	
Lanark and Renfrew,	Perth,	Saturday,	.Mar.	5.
Carleton,	Bytown,	Tuesday,	. "	8.
Grenville	Kemptville,	Wednesday,.	. "	9.
Dundas,	Matilda,	Thursday	. "	10.
Stormont and Glengarry,	Cornwall,	Saturday	. "	12:
Prescott and Russell,	L'Orignal,	Tuesday,	. "	15.

Probably, in most of the places mentioned, the Court-House or Town-Hall can be procured for holding the County School Convention; and I must rely upon the kind co-operation of the Local School Superintendent, aided by the Trustees in each County Town or Village, to provide the needful accommodation for the holding of each County Convention, and for giving due notice of the same.

The newspaper press in each County is respectfully requested to give notice of the time, place, and objects of the School Convention for such County.

As the undersigned must get a conveyance from one County Town to another during the evening and morning after each County Convention (except on the Sabbath), he hopes that this public notice will facilitate his procuring the necessary accommodation in cases where there is no public stage passing in the direction and at the time required; and especially as the long distances to be travelled over between most of the places mentioned, and the shortness of the time allowed to travel over them, will render dispatch and punctuality indispensably necessary.

E. RYERSON.

Education Office, Toronto, 10th January, 1853.

Extracts of letters from Local Superintendents of Schools, respecting the Journal of Education and other School Matters.

- 1. "I am gratified to perceive from the addition made to the School Act, that justice has been done to Union School Sections, and that the *Journal* is now to be sent gratuitously. This latter boon cannot fail to give a great impulse to education throughout the Province."
- 2. "Allow me to express my sincere gratification at the arrangement which you have concluded with the Government, to furnish gratuitously to each Board of Trustees in U. C., the next volume of the Journal of Education.—The difficulties you speak of [for want of the Journal] have repeatedly come under my own observation; and I have been frequently called upon to give advice and settle disputes arising from ignorance of matters that are fully explained in your Journal, and necessary to be known by every one who has anything to do in the management of common schools. This, I am happy to say, will be obviated in future; and I have no doubt that this diffusion of intelligence in our national system of education, will be the means of giving an increased impulse, by producing a cordial co-operation of all parties in the support of good
- 3. "The circulation of the *Journal* free of charge, will confer great benefits, and good results may be expected from that measure; it will be public money well expended."
- 4. "I assure you that it will give me great pleasure to aid the generous and well-directed endeavours of the Chief Superintendent, in extending the influence already so beneficially exerted on our schools by the head department of our educational institution."
- 5. "You are certainly entitled to the gratitude of the Province, for your wise and liberal exertions in promoting the cause of education. I trust you will have the happiness of seeing your unwearied exertions crowned with success."
  - 6. "It gives me very great pleasure I need scarcely say, to know that

you have been enabled to enter into such arrangements for supplying School Trustees and local Superintendents with the *Journal*. I am fully persuaded that much good will result from it."

- 7. "The liberal arrangement which you have succeeded in effecting, for furnishing the Journal of Education to every corporation of Trustees, as well as local Superintendents of Schools in C. W., cannot fail to produce the most satisfactory results. Something of this kind has been long needful, not only to give general information on school matters, but also to inspire the public mind with a desire and relish for improvement. With all that has been done, there are yet those parents comprising nearly whole sections, almost totally indifferent regarding the mental culture of their children. Happily this state of things is not so general as formerly. In our own Township (Townsend) several of the schools are assuming a most pleasing character. On Saturday I attended an examination of the school in Section No. 3, in the settlement of the Round Plains; the school is taught by Mr. John Cowen, and the whole of the exercises reflected great credit upon both Teacher and pupils. The school averages about 50 at this time; and marked order and neatness are observa-
- 8. "When I entered upon my duties in May last, things were in a sluggish state; section boundaries were undefined, and education quite neglected. But by talking, lecturing, and writing to parties, I have the pleasure to see things assuming a more active appearance. I hail the circulation of the *Journal* among the Trustees as a good omen. I hope to see the youth in this backward place have greater facilities afforded for improvement."
- 9. "Within the last three weeks I have visited and examined all the schools in the Township of my charge, and have read in each your circular addressed to me; I am happy to say that the prospects of education are greatly improved through your exertion, and particularly that the arrangement for furnishing the Journal of Education to each Section will have a good effect---tending to produce a uniform system of instruction, and leading Teachers to adopt the most successful methods of conveying useful knowledge to the pupils of different capacities, as well as exciting a love of study and morality. This arrangement is hailed by the people as evincing a high and minute appreciation on the part of the Government of the wants and interests of the rising generation."
- 10. "I believe that nothing will tend so effectually to infuse a proper educational spirit among the people, as the arrangement which has been lately effected with the Government, to supply a copy of the Journal of Education for next year, to each Board of Trustees and local Superintendents. By extending all necessary information on school matters, it will enable Trustees better to discharge their duties, save them from falling into many unintentional errors, and prevent much difficulty and contention in a school section, which often arises from ignorance of the law, and the selfishness and obstinacy of those who are ever anxious to throw impediments in the way of unanimity in school affairs."

EDITORIAL REMARKS.—The number of letters containing sentiments similar to those expressed in the foregoing extracts, is so large that we cannot insert them, although not less worthy of insertion, and not less appreciated than those which we have given. We are happy to find that the arrangement for providing each School Corporation and Superintendent with a copy of the Journal of Education, meets with so warm and unanimous a response throughout the country. While we are thankful for the assurances of the cordial



cooperation on the part of local Superintendents, we solicit their assistance in extending the circulation of this *Journal* by means of private subscriptions, as every such subscription will add to the usefulness of the *Journal*, and diminish the amount which must be applied from other sources, to defray the expences of its publication.

We hope also that local Superintendents, as well as all parties concerned, will give us the earliest notice of the incorrect address of the *Journal of Education* to, or the non-receipt of it, by any parties for whom it is intended.

Local Superintendents who have not reported to the Education Office the actual number of Sections under their own immediate superintendence, will please to do so without delay, so as to ensure accuracy in mailing the Journal to Trustees.

They will be particular that the Union School Sections of which they give the address, are those only which are defined in the latter part of the 4th clause of the 18th section of the School Act, so as to avoid sending two copies of the Journal to one Section.

Local Superintendents had better also notify each postmaster that the *Journal of Education* will be addressed to their post-office for such and such School Sections, so that, if not called for at once, they may not be transmitted to the Dead Letter Office at Quebec.

From the local Superintendents of the following Municipalities no reply has been received at the Education Office, to the Chief Superintendent's circular published in the Journal of Education for November last. The Journal cannot, therefore, be addressed to the Trustees in these Municipalities, until their Post office address be received:—

Lochiel. Yonge. Hinchinbrooke. Scarboro'. Finch. Medonte. Caledonia. Hillier. Barton. Marmora, Osnabruck. Clinton. Matilda. Monaghan, North. Wainfleet Williamsburgh. Monaghan, South. Oxford, West. Manvers. Huntley. Wilmot. Bastard All in the County of Mosa. Leeds and Lansdowne Chatham. Victoria. (Front and Rear). Hope. Harwich. Athol. Markham. Euphemia. Hallowell. Adiala. Plantagenet, North. Plantagenet, South. Oxford (Grenville). Hungerford. Ancaster. Alnwick. Brantford. Cartwright. Wellesley. Escott. Harvey. Dorchester, North. Richmond. Whitby. Camden. Wolf Island. Gore of Toronto. Thurlow. Zone. Tiny. Enniskillen. Murray. Glandford. Maidstone. Ennismore. Walsingham. Chinguacousey. Hawkesbury, East. Waterloo. Tay. Torbolton. Flamboro', West. Adelaide. Gower, South. Charlotteville. Southwold. Elizabethtown. Brooke. Montague. Norwich. Gosfield. Woolwich. Portland. March Ernest-town Westminster. Edwardsburgh. Rawdon. Dover, East. Burgess, South. Percy. Dover, West.

School Progress in a New Township.—The Local Superintendent of the Township of Athol, under date of the 14th ult.,
writes as follows:—"In this Township small school sections and
the want of suitable school-houses have heretofore materially retarded
the progress of education; but these obstacles will, I trust, soon be
in a good degree removed. Our Township Council has, by reducing
the number and altering the boundaries of several school sections,
remedied the evils of small school sections; and the one new
school-house, erected the past autumn, with three others to be built
early in the coming spring, and which, I trust, will be of brick or
stone, and in all other respects what school-houses onght to be, will,
in a great degree, remove the evils of poor school-houses in this
Township."

SHALL AUTHORITY BE GIVEN TO TAKE PIECES OF GROUND FOR SCHOOL-SITES, AS WELL AS FOR HIGHWAYS AND RAIL-ROADS?

The foregoing is a question of great importance for the interests of schools, in many places, and which has frequently been pressed upon our attention, and on which we have conferred with several public men, but without arriving at any satisfactory conclusion. We should like to have the opinions of the public press on the subject. The question is practically and strongly stated as follows in a letter from a local Superintendent of Schools:—

"Allow me to suggest for your consideration, and, if you judge expedient, through the columns of The Journal of Education, to the consideration of the friends of education in the Province, the propriety of an addition to the School Act of a clause to provide for the settling questions which sometimes arise between the inhabitants of a school section and individuals, who, as it frequently happens, own the lands in the central parts of school sections, and who oppose the erection of school houses on any lands they possess; also to settle questions which may arise as to the quantity of land required and the amount of money to be paid for the lands required for common school purposes. Instances have happened in which individuals have held out inducements and made liberal promises in regard to sites for school houses, until the section has been established, and the house required to be erected, when they would demand an enormous price for the land required, or perhaps totally refuse to allow a house to be erected upon any conditions whatever. Where suitable sites exist, in, or near the centre of a section, it is, in my opinion, (especially if the section is large, as it should be,) but right and just that the school-house should be as near the centre as circumstances will permit. Our Legislature, to encourage the building of plank and macadamized roads, have, I believe, wisely provided that private property may be taken for public purposes, by allowing an equitable compensation; and have provided, (if I mistake not) a short and easy method of determining what that compensation shall be; and if the cause of education is of as much importance to the present and future generations; as plank roads, then I can see no good reason why they may not deal in a similar manner in reference to the necessary amount of land required in any school section for common school purposes. Again, if it is right to take my money by law, for the purpose of erecting school-houses for public good, then why not my land, on which a house may be erected, should the public interest demand it. But I need not stop to argue this question with you, believing, as I do, that your good sense will require no argument from me in favour of so equitable a measure. Enormous evils, which, to my knowledge have heretofore existed, and which I fear may exist hereafter, have induced me to make the above suggestions for your consideration, and should you agree with me as to the propriety of a measure of this kind, (and confident I am, if you had seen the evils arising from the want of such a measure that I have, you will,) I would suggest the propriety of settling disputes of this nature in the same manner as the School Act provides for the settling of differences of opinion between the majority of the inhabitants of a school section and the majority of the trustees, in regard to a site for a school-house; or, perhaps questions of this kind as to whether a school-house shall be built on a man's land, against his wishes,—what quantity of land may be taken for such purposes,—and the amount to be given for such land, -might be referred to the Municipal Council of the township in which such property is situated. For one, I am confident that some measure of this kind is required to remedy existing evils; and I hope, ere the ensuing session of Parliament closes, to see some equitable measure adapted to settle questions of the kind above referred to, which frequently arise."

SMALL SCHOOL SECTIONS.—The Ohio Journal of Education for January, 1853, remarks as follows, on the subject of small School Sections—a subject on which progress has been made in the right direction in many townships, but which still deserves the

most serious attention and decided action on the part of Township Councils generally:—

"The complaint is made from nearly every part of the State, that the District Schools accomplish but little, that the money expended upon them is little better than thrown away, that during the long vacation the scholars forget so much, that, when they commence again under a new teacher, it requires nearly half the term for them 'to become acquainted with his ways,' and to advance as far in their studies as they were at the close of the previous session. Much of this is doubtless true, and will continue to be, so long as small districts, short school terms, and cheap teachers, frequently changed, are continued. Hence the vigorous efforts which the intelligent friends of education are making to unite school districts, secure a proper classification of scholars, sustain the schools from eight to ten months in the year, and secure the employment of competent teachers in every department of the schools."

A Good Suggestion.—A local superintendent and able writer makes the following excellent suggestions, in which we fully concur; and we shall be happy to insert communications of the kind referred to, upon the triple condition that they be short, intelligibly written, and approved of in regard to character and style:—

"May I permitted to suggest, that the Journal of Education, now one of the best of the kind in the world, might be made still more acceptable, and, therefore, useful, if a few pages of every number could be filled with communications from teachers in different parts of the country, containing their several experiences in teaching, essays on the art, different methods of school examination, discipline, government, methods of teaching the different branches of knowledge," &c.

A GENERAL SYSTEM OF FREE SCHOOLS.—Many communications have been made by local school authorities to the same effect with the two following, the first being an extract of a letter from a local superintendent of schools in the County of Norfolk:—

"I am fully of opinion that some judicious general system of free schools would be a rich boon conferred on the rising generation. Several of the sections in this township have availed themselves of the provision of the law to tax themselves for the support of their schools; the result has been invariably a large increase of scholars in the school—in some instances amounting to double the number under the rate-bill system. But with all this advantage, a common evil grows out of the free school system, as now adopted. Respectable ministers are opposed to it, and often a sharp contention ensues which paralyzes the best efforts for a time. Indeed taxes, on the whole, are more agreeably paid when imposed by some other authority than that of neighbour taxing neighbour."

A local superintendent in the County of Oxford remarks, as follows, on the same subject :—

"From the fact that the new act to amend the school law expires on the 1st of April next, I take it for granted that you hope to get a more complete measure passed before the close of the session. I beg to say, that you would greatly increase the obligations under which the country is already laid to you, if you would include a provision to make the free schools compulsory. This is what the country now needs, and, I believe, desires. The present system, though it has borne some good fruits, is inconvenient and unsatisfactory. There have been many instances, certainly, where the majority of the people have decided for free schools; but in nearly every instance there is left a disappointed and bitter minority, who frequently fill the school and the section with animosities and hatred, sometimes even affecting the peace of Christian churches. In many, I think most instances, the bitterest opposers, in these townships, say that they approve of the principle, and if it were the law of the land they would cheerfully support it; but under the present system, they say, they may be compelled to pay their money for the benefit of others for some years, and that when a school would

be useful to their own families, others who have been enjoying their money may vote the free school down. There is much force in this objection. Let the system be made a Provincial one. Let the people decide by their vote, as to the time (not less than six months) that the school shall be kept open, but let it not be optional or doubtful how the school shall be supported."

Should Vagrant Children in Cities, Towns and Villages, be compelled to go to School?—The Committee on school attendance, appointed by the American Association for the Advancement of Education, concludes its Report in the following words:—

"Laws must be enacted upon the subject. All children, not engaged in any lawful calling, who habitually frequent the streets, and other public places, should be deemed vagrants, and treated as such. They should be compelled to go to school. In most of the States our schools are supported by direct taxation upon property. The man of wealth, every citizen in the community, whether he has children to send to school or not, is taxed directly or indirectly for the education of youth; and if he complain, he is told that the support of common schools is essential to a republic, even for the better security of personal property, and even of life itself. He is compelled to pay his money for the support of schools, and has a right to demand, in return, that every child in the community shall receive the benefit of a good education."

Punctual Attendance of Pupils at School.—In the Report of the Committee on this subject, (appointed by the American Association for the Advancement of Education,) we find the following excellent remarks:—

The best method of securing the regular and punctual attendance of children at school, is a subject which has long engaged the attention of practical teachers, and is one of the utmost importance. Most of the teaching and recitations in our large schools, are conducted in classes: consequently, every absence is not only a hindrance to the individual absent, but it retards the progress of the whole class. All teaching to be effective, must be thorough. The steps to be taken in acquiring an education, must be gradual and certain. Our class-books are so arranged, and the course of instruction is such, that no recitation can be omitted without serious injury to the individual or to the school; as the class must wait for him to make up the lessons omitted, or he will experience the want of them in all his future progress.

"The cause of these absences may in most cases be traced to the negligence or indifference of parents, and this negligence or indifference arises principally from a want of knowledge as to the extent and magnitude of the evil. Some of them are influenced by their affections, and yield readily to the wishes of their children, granting them permission to be absent for trivial causes, whenever they desire it. Others have not sufficient control over them to compel their attendance. Every experienced and thoughtful teacher has witnessed the baneful effect which these absences have upon the progress of a school, and many have been the expedients adopted to remedy the evil. Much has been, and may be accomplished by a faithful and conscientious teacher, by appealing directly to the children. He should make it unpopular in the school-room, to be absent at any time without good and sufficient Public sentiment in the school-room is as powerful in directing the actions of children, and may be used with as much effect, as it is in directing and controlling the actions of men in the social and political affairs of life. The teacher should therefore impress it upon the children that he regards absence from school as a serious offence; and every instance of it should be made a subject for investigation and comment. He should endeavor at all times, to interest them in everything which pertains to the reputation and welfare of the school; for it will always be found that those children who are really interested in the studies of the school will be the most regular and punctual in their Whenever these means do not accomplish the object, as in all cases they will not, let him appeal to the parents themselves, personally or by letter, and arouse them to a sense of the importance of the subject. Let him call upon all the friends of education through the public press, to aid him in forming and directing public sentiment aright upon this topic, and the evil, so far as it exists among the virtuous and intelligent portions of the community, will soon be remedied."

#### OPINIONS OF THE PRESS.

[From the Globe of Saturday, November, 27, 1852.]
NORMAL SCHOOL OPENING.

Elsewhere will be found a full report of the addresses delivered on Wednesday evening, at the opening of the New Normal School. was very happily said by one of the speakers, the occasion which called the audience together was suggestive of very pleasing thoughts in regard to our national system of education. That system has, of late gard to our national system of education. years, acquired a form and consistency, a power and influence which cannot fail to gratify the feelings of every well-wisher of Canada. For many years, Pa liament acknowledged, by its votes, the importance of education, and granted aid with what must be thought a liberal hand, considering the condition of the Colony at the time; but it has only been of very late years, that a lively sympathy has sprung up throughout all classes of the community, in favor of thorough instruction, that an efficient organization has been established to keep alive and strengthen that sympathy, and that we see very strong and gratifying proofs of the benefit of that organization. It must be acknowledged that to the Reverend gentleman who fills the post of Chief Superintendent of Schools the greatest honor is due for this pleasing result. We have often blamed Dr. Ryerson's past conduct, but it would be a gross act of injustice if we refrained from acknowledging, that in his situation of Superintendent of Education, he has been doing a great and noble work; that he has done more than any other man, to elevate the character of his fellow-countrymen. Where he found deadness, he has given life—where there was chaos he has produced order; it is to be hoped that ere his labors are ended, he will place our national system of common school education on such a fixed and permanent basis, that no length of time, no lassitude in its managers, no corrupt influences in the legislature—will be able to subvert it. He has worked earnestly, with his whole soul, in behalf of the instruction and enlightenment of the people. He may have committed errors in management—no man is perfect; he may be chargeable with some thoughts of self in his efforts-that is only to say that he is mortal, but no man need ask a nobler or more enduring monument of his labors, than that which Dr. Ryerson is at present raising. The energy given to the common school system by the power centred in the Council of Public Instruction and the Chief Superintendent, some years ago, is a sufficient defence of a step which was at one time considered of doubtful expediency. While the power of the people over their educational affairs has not been seriously interfered with, it is certain that a powerful stimulus has been given to the good cause. The chief difficulty of our Common School system has been the lack of competent teachers. There has been want of money to pay them, it is true, in our back-woods, but it may be safely said there never has been a good teacher in Canada, who could not obtain a handsome remuneration for his labors. Of late, the demand for well-trained instructors has been greater than ever-far greater than the supply; and the state of the market has had the usual consequence-an increase in price. Dr. Ryerson said on Wednesday that they had more applications for teachers at ninety and a hundred pounds per annum than they formerly had at forty and fifty. It is evident that some effort is necessary to supply this scarcity, and it is not the worst part of the centralized school system that it has taken up so spiritedly the means of remedy—an evidence of which we find in the building erected for the Normal School. This institution is, in fact, the heart of the educational body, the spring from which is destined to flow streams of pure water to moisten the dry educational field. It is to it that we must look for those who will go forth fully armed and equipped to fight our battle against the ignorance and error, the darkness and superstition which would impede our national progress.

Not the least gratifying part of the proceedings of Wednesday, was the hearty and spontaneous testimony given in behalf of national education by some of that class, who, in the mother country, have shown themselves in the opposite ranks. Mr. Chief Just ce Robinson's address contained many important admissions of the benefits of secular knowledge, many compliments to a system of education which has been pronounced infidel and Godless by the Bishops of the church to which the learned gentleman is attached. It is true that the Chief Justice said something of religious education, in a careful manner, to avoid wounding the feelings of a mixed audience, from which we might suppose that he did not consider the question about sectarian schools as altogether settled, but the whole tone and spirit of his address was in favour of a national, general, system of instruction, in contradistinction to one conducted by the sects. The Rev. Dr. McCaul also, in the short speech which he made on very short notice, was almost all that could be desired on the great question to which we refer. In his concluding sentence, the eloquence and elegance of which drew down thunders of applause, the President of the College gave in his cordial adherence to the principle of free schools, expressing his ardent hope that, ere long, the son of the poorest man in Canada might enter at the Common School, and proceeding through the intermediate stages, take the highest honours of the University, without any expenditure

of his own means. Dr. McCaul never thought that the sectarian system of education would do this, we venture to say. If the people were to be taxed to support ten sets of Institutions, instead of one, we wonder how long free schools would be allowed to exist—one year, perhaps; certainly not two. Dr. McCaul also talked a little of the necessity of religious teaching, and congratulated himself that there was no party in the country that avowed its opposition to it. Dr. Ryerson carried out that idea very happily: he, too, was an advocate of religious education,—all were its friends; but to the various sects of Christians belonged the religious instruction of the people; and it was with that principle in view that, ever since the opening of the Normal School, the students had been taught once every week, by their own clergymen, and they were required to attend their own church once every Sabbath-day. The rev. gentleman did not hesitate to say, in continuation, that he dissented altogether from the idea, that besides teaching religion, the sects were the proper parties to give secular instruction.

The Reverend Superintendent and those who preceded him, were correct. There is more who does not say that religious teaching is the most important work which can be performed. The only question for discussion is, whether that work can be undertaken in Governmental schools. Experience has shown that where there is no national system of education, there is no thorough education of the masses; and we take it as acknowledged in Canada by all, that Government schools If we introduce religious teaching into these schools, are necessary. it is impossible that they can be attended by all classes of the popula-If it is Protestantism that is taught, Roman Catholics will stay away-if it is Romanism, Protestants will be excluded. The chief advantage of Government schools is, that the whole population may receive benefit, that by one organization and one expenditure, every child may be brought under instruction. Shall we abandon the general system with all its merits, because we cannot teach with it the doctrines of the sects? Shall we leave the people to chance efforts in behalf of their intellectual enlightenment, because it is impossible that we can their intellectual enlightenment, because it is impossible that we can attend to the spiritual? May we not with safety and propriety leave the religious education of the people to those set apart for that purpose in great and growing numbers? What is there in the instruction of children in the rudiments of learning, which renders it necessary that it should be connected with the inculcation of theology? Our Common School teachers have much labour on their hands. They try with all School teachers have much labour on their hands. their strength to give to their pupils a mere outline of knowledge—and often fail in doing that efficiently. Are they able to undertake the additional labour of religious teaching? Are they, in general, men to whom could be entrusted that onerous and difficult task? We could not find teachers for even a few of the chief sects, and if they were obtained, we could not provide means for their support.

What course is then open to us but to adopt the principle laid down by Dr. Ryerson? Let the State, a purely secular institution, attend to the secular instruction of the people, and let the churches give that training to their children which is their peculiar province.

[From the Middlesex Prototype of Wednesday, December 1, 1852.]

OPENING OF THE NORMAL SCHOOL.

On Wednesday last, the Normal School was opened in the city of Toronto. The splendid edifice, erected for training future instructors of the youth of Canada, having been so far completed as to answer all the purposes for which the building is designed, a great concourse of people assembled to witness the dedication of an institution, calculated to send to the remotest bounds of this extensive Province, for all future time, a class of teachers, male and female, fitted, from inclination, habit, training, and high moral character, to assume the important position of guiding and directing, in the proper channel, the minds and energies of the future rulers of Canada, and so instruct the youth of the country, that the sons and daughters of the Canadian people may, ere long, take rank amongst the most highly educated and intellectual people of America. The common schools of the country will, under the direction of these superior teachers, fitted for the task in the Normal School, send hundreds of ambitious and devoted pupils yearly to the higher seats of learning, and thus will the standard of education be raised to a principle hitherto unknown in the country. The sons of the farmer, the mechanic and the morphant will see with each other and all many in the nic, and the merchant, will vie with each other, and all run on in the race of intellectual pursuits, until these distinctions, that have too long divided the people, will be forgotten; and the measure of a man's greatness, hereafter, will be his educational attainments, his high moral character, his respect for religion, and his known devotion to the in-terests and institutions of his country. Formerly, such distinctions could not be made, and, in the selection of officers for the different departments of government, both municipal and otherwise, men totally devoid of refinement, morality and education, were too frequently appointed to make laws, that they themselves were incapable of understanding; and even now, some of our magistrates, and municipal councillors, are a disgrace to the counties they aspire to govern, and a laughing-stock to the school children, that amuse themselves about the pre-cincts of their "legislative halls."

We are delighted to find our public men, of all parties, uniting with zeal and cordiality, to give strength and confidence to the officers of the Normal School, and to convince the public that the institution is no sectarian scheme, erected for a favored few. Within its walls all are taught from the same standard works, and no distinction made between the Methodist and Episcopalian, the Baptist and the Presbyterian, while, at regular stated times (at least, once a-week) divine service is while, at regular stated times (at least, once a-week) divine service is performed within the school, by the recognised clergymen of the different denominations, the pupils of each sect being obliged to attend the ministrations of their own clergymen; while on the Sabbath day, all are obliged to attend their respective churches.

#### [From the Niagara Chronicle of December 8, 1852.] NORMAL AND MODEL SCHOOLS.

The Normal and Model Schools were opened with all the ceremonies The Normal and Model Schools were opened with all the ceremonies which are customary on occasions of such importance, not only to Toronto, but to the Upper Province generally. The chair was occupied by the Hon. Mr. Justice Harrison, Chairman of the Council of Instruction, and addresses were delivered by Chief Justice Robinson, the Hon. Francis Hincks, the Rev. Dr. McCaul, and the Rev. Dr. Ryerson, in which all were agreed that the buildings of the Normal and Model Schools were elegant in architectural appearance, commodious in their accommodations, and healthy in their situation. The cost of these buildings is about £17,500. The annual sum granted by Parliament, for the maintenance of the Institution, amounts to £1500; and the Government has evinced a disposition to increase the grant, if it is found to be necessary for the efficient working of the establishment. It can at once be seen that though the buildings are situated in the city of Toronto, that the Institution is one in which the Province at large is interested; for from it, as from a focus of learning, will teachers be sent out to all parts of the Upper Province, experienced in the art of teaching, and well qualified to impart that instruction which is required. We object not to any profitable expenditure, when such momentous interests are at stake; for there is nothing which will tend so much to the elevation of a country, as the extension of a sound education to all classes of the people: and that can only be effected by extending every encouragement to persons to come forward to prepare themselves for the arduous task, and by sending among the people, teachers who are competent to impart that instruction which the high standing of the present age requires.

#### [From the Western Progress of Thursday, Dec 2, 1852.] OPENING OF THE NORMAL SCHOOL

The speeches delivered on the occasion were creditable to the That of Chief Justice Robinson was most appropriate, judicious, comprehensive, and liberal, devoid alike of religious sectarianism and party politics, and well adapted to promote the interests of this noble institution. The speech of the Hon. Mr. Hincks comprised an apology for his want of preparation for the important occasion. was short, but showed, as usual, keen discrimination and a thorough appreciation of the nature, character, and utility of the institution.

Dr. Ryerson eulogized in warm terms the abilities of the Hon. Mr.

Hincks, and the attention, and able and cordial assistance he had at all times received from him in promoting the interests of the Institution. From an extract from the Doctor's speech, our readers will perceive the great credit which is due to the managers of the Institution, and that, at less cost, its advantages are greatly superior to the Normal School of the State of New York, and, we presume, to any similar Institution on this continent. So far as we are competent to form an opinion, the Model School does great credit to the managers, is an honor to the Province, and we trust will prove of great advantage to the present and future generations.

#### Miscellaneons.

A BEAUTIFUL FIGURE.—Life is a fountain fed by a thousand streams that perish if one be dried. It is a silver chord twisted with a thousand strings, that part asunder if one be broken. Thoughtless mortals are surrounded by innumerable dangers; which make it more strange that they must all perish suddenly at last. We are encompassed with accidents every day to crush the decaying tenements we inhabit. The seeds of disease are planted in our constitutions by nature. The earth and atmosphere whence we draw the breath of life, are impregnated with death; health is made to operate to its own destruction. The food that nourishes contains the elements of decay; the soul that animates it by vivifying first, tends to wear it out by its own action; death lurks in ambush along the paths. Notwithstanding this truth is so palpably confirmed by the daily example before our eyes, how little do we lay it to heart. We see our friends and neighbours die, but how selden does it occur to our thoughts that our health may size the how seldom does it occur to our thoughts that our knell may give the next warning to the world!

#### THE MOTHER'S PRAYER.

Since the first day her only son drew breath, No day nor night escap'd but mark'd the love That burn'd within the mother's breast. For him The bended knee and uplift heart were seen In secret, by an eye that only sees The motive of our every act. She Gently led him till the time arriv'd, When on this world's wide stage he first appear'd To act his part. Far from his home, without A guard to watch the plant so fondly rear'd, He fell-unused to scenes where lies the Tempter's snare, but soon perceiv'd his fall, and To evade that look which would recall the past, He fled, and on the ocean wave pursued His way. Her spirit follow'd; those silent Tears told us how much she lov'd. Undaunted Still, she yet implor'd the power that rules the World to be his guide. Her prayer was heard, and Now, amidst the splendours of an eastern clime, He wanders oft in contemplative mood, And every object has a power to draw
That mind subdued, to concentrate his thoughts, And bring him back to the lov'd scenes of home. The billowy wave that bore the youth away, Oft from that sunny world returning, bears A precious volume, valued by all, but more Indeed by her who knows the breathings of A heart that feels a change, a change divine.

#### ARITHMETICAL ACCUMULATION OF MONEY.

Kellog, in his "Labour and other Capital," forcibly illustrates the accumulation of capital from various rates of interest. A late French writer says, that a sum of money, invested at 5 per cent., compound interest, is doubled in fourteen years and some months, quadrupled in less than thirty years, octupled in less than forty-five years, and so on. From this it would appear, that if a centime had been placed out at such interest, pro bono publico, in the year 800, when Charlemagne was crowned Emperor of the West, the \$0,000,000 Frenchmen inhabiting the country at the application in 1890. ing the country at the revolution in 1880, would have enjoyed an income of 100,000,000,000 francs

Such arithmetically true and economically impossible results of old deposits, are made the groundwork of some works of action; but writers of another class are obliged to attend to the obvious fact, that in order to effect such an accumulation of capital, the business of the bankers and the wealth of the community would require the increase in the same proportion. Money does not breed spontaneously. The party to whom it is entrusted must use his money in such a way as to enable him not only to pay the interest, but to derive a profit from the transaction.—Hunt's Merchant's Magazine.

#### EXTINCT FAMILIES OF GREAT POETS.

It is impossible to contemplate the early death of Lady Lovelace, Byron's only child without reflecting sadly on the fates of other families of our greatest poets. Shakspeare and Milton each died without a son,but both left daughters, and both names are now extinct. Shakspeare's was soon so. Addison had an only child,—a daughter, a girl of some five or six years at her father's death. She died unmarried, at the age of eighty or more. Farquhar left two girls dependent on the friendship of his friend Wilks the actor,—who stood nobly by them while he lived. They had a small pension from the Government; and having long outlived their father, and seen his reputation unalterably established, both died unmarried. The son and daughter of Coleridge both ed, both died unmarried. The son and daughter of Coleridge both died childless. The two sons of Sir Walter Scott died without children,—one of two daughters died unmarried,—and the Scotts of Abbotsford and Waverly are now represented by the children of a daughter. How little could Scott forsee the sudden failure of male issue! The poet of the "Faërie Queene" lost a child, when very young, by fire—when the rebels burned his house in Ireland. Some of the poets had sons, and no daughters. Thus we read of Chaucer's son.—of Dryden's sons,—of the sons of Burns,—of Allan Ramsay's sons,—of Dr. Young's son,—of Campbell's son,—of Moore's son.—and of Shelley's son. Ben Jonson survived all his children. Some—and those among the greatest—died unmarried:—Butler, Cowley, Congreve, Otway, Prior, Pope, Gay, Thomson, Cowper, Akenside, Shenstone, Collins, Gray, Goldsmith. Mr. Rogers still lives—single. Some were unfortunate in their sons in a sadder way than death could make them.

#### THE REWARD OF DILIGENCE.

"Seest thou a man diligent in his business?" says Solomon, "he shall stand before kings." We have a striking illustration of this aphorism in the life of Dr. Franklin, who, quoting the sentence himself, adds, "This is true; I have stood in the presence of five kings, and once had the honour of dining with one." All in consequence of having been "diligent in business" from his earliest years. What a lesson is this for our youth, and for us all.



#### Educational Intelligence.

#### CANADA.

#### MONTHLY SUMMARY.

The Hon. Robert Baldwin has, in a published letter, declined the, chancellorship of the Toronto University..... Considerable interest has been taken by the public in the filling up of the professor of history's chair in the University. The Senate has selected three names for the chair of English History and Literature, to be sent to the Government for the exercise of their discretion. They are those of Rev. Henry Esson, Mr. Robertson of the Normal School, and Dr. Andrew Wilson of Edinburgh.... The Senate has also sent to the Government the names of Messrs. Marshall, Herrick, and F. W. Cumberland, as candidates for the professorship of Civil Engineering. Mr. Marshall resides in England, and is the author of several works on subjects connected with his profession. Mr. Herrick is a relative of our fellow citizen Dr. Herrick. Mr. Cumberland is well known as one of our most able engineers, and as the architect of the Normal School, Post Office, and Court-House in this city.....The recent examination of Mrs. Corbet's girl's school, in this city, is highly spoken of by the Examiner. On the 21st December, says the Patriot, the examination of school teachers took place in the Court-House, Toronto. What sort of proficiency and ability their several examination papers might evince, we know not, but certainly a more intellectual and intelligent body of men is not often seen.... The Dundas Warder, of the 24th ult., contains an extended account of the examination of the public schools in that town. Of Mr. Thornton's the editor remarks, "The proceedings excited great interest, and appeared to give satisfaction to the numerous friends and parents of the children who attended." The examination of the pupils in Mr. Regan's school, particularly in classics, is spoken of as being "most creditable." In connection with an account of these examinations the editor makes several practical remarks, some of which we hope to give under the head of "Opinions of the Press."....In the Norfolk Messenger, of the 28d ult., we find an account of the examinations of the following schools in the town:-the grammar school under the charge of Mr. G. M. Evans, A.M., and the schools under the charge of Mr. Roach, Miss Douglass, Miss Walker, and colored school taught by Mr. Thompson. In conclusion the editor remarks, "We think Simcoe peculiarly fortunate in all its institutions established for the education of its youth, and we sincerely wish them prosperity and success."....The Brantford Courier, of the 24th ult., contains an interesting account of the examination of the central school of that town. The interest manifested in the examinations by several of the prominent gentlemen of the town is highly creditable and encouraging.

#### NEW BRUNSWICK.

Upon a review of the state and prespects of popular intelligence in the Province of New Brunswick, the editor of the New Brunswick Reporter thus concludes his practical remarks:—"But as an agreeable accompaniment to the gloomy state of things which on our part elicits this plain and painful dealing, it gives us sincere pleasure to find that in several districts of this county the people are getting fully alive to the importance of education. In the Scotch settlement in the parish of Douglas, they have recently adopted the principle of voluntary taxation on behalf of schools; and in the lower part of the same parish, in the vicinity of Fredericton, they have not only adopted the voluntary system, but they have also established a useful library.—These are the districts which are to furnish our future legislators."

#### BRITISH AND FOREIGN.

#### MONTHLY SUMMARY.

Her Majesty, in her late speech from the throne, at the opening of the British Parliament, remarked, in reference to the universities, "I have directed that the reports of the commissioners for inquiring into the system of education pursued at Oxford and Cambridge should be communicated to the governing bodies of those universities for their consideration; and I rely upon your readiness to remove any legal difficulties which may impede the desire of the universities at large, or of the several colleges, to introduce such amendments into their existing systems as they may deem to be more in accordance with the requirements of the present time....Lord Eglinton has been elected Lord Rector (i.e. chancellor) of the university of Glasgow, by a majority of three out of the four nations, over the Duke of

Argyll....The Earl of Eglinton, who was recently elected to the Lord Rectorship of Glasgow University, visited his constituents, and delivered an eloquent and a scholarlike inaugural address, which was repeatedly cheered. The great hall of the University was crowded with students and others, the galleries being reserved for ladies. The Countess of Eglinton was present. At the close of the inaugural oration, Principal Macfarlane intimated that his Lordship had presented two sums of £20 each, as prizes for two essays on subjects to be determined by the Senate of the University. ....The vacant Professorship of English language and literature at the London University has been filled up by the appointment of Mr. David Masson, a gentleman well known in literary circles in Loudon and Edinburgh. .. The University of Cambridge has accepted the bequest of Dr. Lemann's herbarium, comprising 30,000 species of plants, and voted a sum of £150 for defraying the cost of arranging it....William Brown, Esq., M.P., has lately endowed the upper school of the Liverpool Collegiate Institution with a free nomination, value £21, which will be called the "Brown Scholarship," and thrown open annually to competition like the "Egerton Scholarship" of the same value, given by Lord Ellesmere. The first election will take place at the close of the next half year....The Earl of Newburgh by will bequeaths, after paying certain legacies to his farm steward, gardener and butler, and a few others, the whole of his personal property to Stoneyhurst College, selecting for his executor the Rev. T. Sing, Derby, to whom his lordship has left a handsome legacy....In Manchester there are some 20,000 or 30,000 children of the labouring classes kept, without sufficient reason, from the advantages of the day-school, Manchester being thus, in an educational point of view, worse than Liverpool, York, Leeds, Hull and Birmingham.

WELLINGTON MEMORIAL.-With a view to erect a monument to the memory of the great Duke, to which all may contribute, it is proposed to erect and endow, by public subscription, a school or college, to bear the name of the Duke of Wellington, for the gratuitous, or nearly gratuitous, education of orphan children of indigent and meritorious officers of the army. Institutions, more or less national, already exist, in which the advantages of such an education can be obtained by the children of soldiers, of seamen, of naval officers, and of the clergy; but no such provision has been made in favour of officers of the army, a class of men peculiarly liable to casualties. The execution of the proposed plan, and the scale upon which it can be undertaken, must depend on the degree of support given by the country to the object contemplated. It may be assumed that each capital sum subscribed of £1,000, representing a permanent annuity of about £30, will provide for all time to come, exclusive of the expense of building, for the education of one child, and a considerable sum will be required for the erection of a building which shall be worthy of the proposed object. No payment will be required until the total sum subscribed shall amount to £100,000. Donations may be made payable by instalments spread over two, three, or four years. Her Majesty and his Royal Highness Prince Albert have been pleased to signify their approval of the project, and to place their names at the head of the subscription list, for the respective sums of £1,000 and £500. Among other subscriptions already announced, we find the Duke of Cambridge, £500; the Lord Chancellor, £100; Duke of Buccleuch, £500; Duke of Northumberland, £500; Duke of Cleveland, £500; Marquis of Salisbury, £500; Marquis of Londonderry, £500; Marquis of Exeter, £800; Viscount Hardinge, £200; Earl of Derby, £500; Earl of Wilton, £200.

EDUCATION IN WALES .- The Carmarthen Journal has an interesting article on the state of education in Wales. Much good has been done by the schools recently established throughout the principality. In the mining and slate districts of North Wales several new schools are in progress of erection, while those already established are in a state of great efficiency. Upwards of sixty masters, says the journal referred to, are at present in the Carnarvon Training Institution during the harvest meeting; and these instruct no less than 4,500 children in the diocese of Bangor and St. Asaph. At Trawafnydd, in the heart of the Merionethshire hills, a school has been established, which, considering the scattered state of the population in these mountainous districts, is carried on with remarkable success; but, generally speaking, the physical obstacles to regular attendance at school are so great in the more isolated and hilly parts of the country, as well as in portions of Cardiganshire and Montgomeryshire, that but little good can be at present effected. In the more northern counties and in Anglesey the results are highly satisfactory. In South Wales the various educational institutes are, on the whole, in a very promising state-particularly in the rising town of Aberdare, in Glamorganshire, where great efforts are making to satisfy the scholastic wants of a rapidly increasing population. The chief point of interest in these Welsh schools is, the rapid progress of the English tengue—the talisman that is to put the Saxon and Cymric peasant on the same level of opportunity. Some very eccentric individuals are trying to persuade the Welshman that he and his sons are better off without English than they would be with it; but every line of railway into the hill districts helps to proclaim the absurdity of this notion. The Welsh-speaking peasant finds himself unable to travel, traffic, or talk as prosperously as his neighbour who has condescended to know the common tongue of the land of which his country forms a part.—Athenœum.

#### UNITED STATES.

#### MONTHLY SUMMARY.

A NEW POPULAR INSTITUTION, handsomely endowed with a posthumous legacy of \$300,000, left by the late Peter Cooper, of New York city, is in process of organization there, having for its title the "Union," and for its object the moral, mental and physical improvement of the youth of New York city and State, as well as the youth of the United States and of the world—a remarkably wide field of operations. A new building is erecting in New York for the "Union," which will cover the entire block bounded by Fourth Avenue, Astor Place, Third Avenue, and Seventh street, and will be six stories high. The sixth story will be occupied as an observatory, with choice astronomical and microscopic apparatus, and in the basement will be a hall 135 feet long and 84½ feet wide, intended mainly for lectures.

A large room will-be set apart to be used by ladies in the discussion of natural and practical sciences, and \$500 annually is appropriated by the legates, to be bestowed, by a vote of the members of the Institute, on the female who shall be proved to have exhibited the truest heroism or the greatest self-sacrifice in the cause of suffering humanity. The building, when finished, is to be made over to the people as a free gift; and with a view to the uniting of all kindred institutions in this one, the halls of the edifice are to be opened, free of charge, for anniversaries, commencements, &c. It is stated that " to become a member and student of this institution, will require no other credentials than a good moral character," and these students are to make laws for their own government.....The President elect in company with a number of distinguished persons, visited the public schools of Boston, on the 18th ult. He addressed the scholars, and his remarks were calculated to make a lasting impression. The success and honor, he remarked, in his address to the boys, of an American citizen depends much on his own exertion. Every boy whether an American or of foreign origin, is here fitted to become a citizen, and so let him improve his opportunities that he may become a blessing and an honor in support of his country. He concluded by an earnest appeal to the boys to be industrious in the improvement of their present advantages.....The Rhode Island State Normal School was opened for the reception of candidates for teachers, in Providence, on the 1st inst....Professor W. C. Larabee, was recently elected Superintendent of Public Instruction in the State of Indiana.

#### Literary and Scientific Intelligence.

#### MONTHLY SUMMARY.

The Commissioners of the late World's fair have purchased, with the surplus funds of the Exhibition, a plot of ground near Kensington, which they intend to present the nation as a site for a new Gallery of Art....On Wednesday evening last, at the age of about 63 or 64, died the renowned geologist, Gideon Algernon Mantell, LL. D., F. R. S.... The Prussian order of merit, vacant by the death of Thomas Moore, has been conferred upon Major Rawlinson....Thomas Carlyle is now at Berlin, collecting materials for his "History of Fredrick the Great,"....Jewett & Co., the original publishers of Uncle Tom's Cabin state that one hundred and forty thousand copies (each two volumes) have been sold in this country since the twentieth of March last, and that the demand does not begin to slacken. The very last week brought one order from California for five thousand copies! This gives an average sale of about 20,000 a month, or about eight hundred copies per day for every week day since the date of its first publication. In addition to this constant drain upon those presses which work off the common edition, Mr. Jewett has also two other editions in progress; one in the German language, and one in a single octavo volume, magnificently illustrated with one hundred and fifty wood engravings of the very highest order of the art, from exquisite designs, by Billings, which is intended as a gift book for the

approaching holidays, and which will also contain a superb steel portrait of Mrs. Stowe. From some of the proofs of the letter-press and engravings which we have seen, we confidently announce this as in all respects one of the most splendid issues of the American press....Mr. Maclear of Toronto, designs publishing a History of the American War of 1812, '13, & '14,-the first part of which will appear next month....On the day following the Duke's funeral, the Times reached a sale of 70,000 copies, 15,000 more than had ever been printed of any one number of the paper before. Of the paper containing a notice of the Duke's death and the first part of his biography, nearly 53,000 copies were sold. The 70,000 copies were printed off in six hours and a quarter, by their wonderful machine.... Among the curiosities at the Berlin Library, are the Bible which Charles I. bore with him to the scaffold; Luther's original MS. translation of the Holy Scriptures; and the MS. of Goethe's "Faust." Luther's MS. shows many erasures, additions, and amendments, particularly in the Book of Job .... In the proceedings of the British Parliament, we find the following relating to "Industrial Universities," and Art, Manufactures, and the diffusion of Parliamentary papers :-- "The Chancellor of the Exchequer, after stating the advantages which would result from the encouragement of art and science, moved a vote of £150,000 for the purchase of land for a national gallery at Kenzington-gore, in aid of the funds appropriated thereto by the Royal Commission of the Exhibition. -Lord J. Russell approved of the scheme, and after some discussion the vote was agreed to. Mr. Tufnell moved for the appointment of a select committee to inquire into the expediency of distributing, gratuitously, a selection from the reports and returns, printed by order of the House, among the literary and scientific institutions and mechanics' institutes throughout the United Kingdom. He pointed out the advantages which would result from such distribution, and reminded the House that all he now desired was inquiry.—The Chancellor of the Exchequer agreed with Mr. Tufnell that there were few institutions which ought to be more encouraged than mechanics' institutes. As far as the motion went, he offered no opposition to it, and he hoped the labors of the committee would result in practical good, which would depend upon the working out of the details. The motion was agreed to. The following extract from a recent speech of Her Majesty, would seem to indicate that the noble spirit of her great predecessor, Elizabeth, seemed to animate the Queen to render her already augustan reign one of the most memorable in our annals, Her Majesty remarked, "The advancement of the fine arts and of practical science will be readily recognised by you as worthy of the attention of a great and enlightened nation. I have directed that a comprehensive scheme shall be laid before you, having in view the promotion of these objects toward which I invite your aid and cooperation." A Birmingham house has obtained one portion of the contract for making the copper coinage of the French Empire. Five thousand tons of copper will be required for the first issue of the metallic currency, nearly seven hundred tons of which will be used by the Birmingham firm; and the work will probably take four years to complete it . . . . Sir Charles Leyel is now lecturing on Geology and Physical Geography at the Lowell Institute, Boston. Mr. Thackeray is also lecturing in New York, upon the wits of Queen Anne's reign....The French Government design very shortly to publish the complete literal, national, and diplomatical works of the Emperor Napoleon the First. The publication will extend to thirty-five volumes, and be embellished with a profusion of engravings, fac-similes, maps, &c. It will comprise all Napoleon's military and political reports, proclamations, speeches, observations, and a selection from his correspondence, the genealogy of his family, the "Memorial" of St. Helena, in a word, almost every scrap of writing that he wrote or caused to be written.... A terrible hurricane, which recently visited Athens, threw down one of the noble Columns of the Temple of Jupiter Olympus, and two columns of the Temple of Victory, near the Acropolis.

TEXT-BOOKS FOR TURKISH SCHOOLS.—The Turkish Government (says a correspondent writing from Berlin) is in the practice of supplying itself with elementary school books from Prussia, and its representative at this capital has standing orders to send to Constantinople every educational work of merit upon its appearance here. These orders are the consequence of the travels in the west of Europe accomplished a year or two ago by Kemel Effendi, director of the Turkish schools. A number of teachers with assistants were lately sent to Travnik, Czurnic, Beche, Jeni-bazar, Banialuka, Basnad-Serai, Hersek, and Mostar, in order to organize and conduct elementary schools at those places. It is, however, to be regretted, these schools are only for the Turco-Arabic children, the Christian population deriving no benefit from them.



DEATH OF ADA BYRON (LADY LOVELACE.)-Ada Byron never looked consciously into the face of her father. Whatever wholesome and ennobling joys his wayward "nature" might have found in watching the growth of his young daughter's mind, it was not reserved for the poet ever to know. How far the voice of the illustrious father did blend with the future visions of the orphan girl-how far the echoes of his harp and of his heart did "reach into her heart"-how far the token and the tone from her father's mould had part in her after musings-the world perhaps has no right to inquire. Still, many will find it pleasant to learn that, by her own desire, the remains of Ada Byron were to be laid yesterday where they will mingle with her "father's mould"—in Hucknall Church. At her father's death, Ada was little more than eight years old. She had small resemblance to her father. No one, we are told, would have recognized the Byron features—the finely chiselled chin or the expressive lips or eyes of the poet-in the daughter. Yet, at times, the Byron blood was visible in her look:—and those who saw her in 1835 on her marriage with Lord Lovelace (then Lord King) fancied they saw more traces of the poet's countenance in the bride than they remembered there at any other time. But dissimilarity of look was not the only dissimilarity between Byron and his daughter. Lady Lovelace cared little about poetry. Like her father's Donna Inez,-

Her favourite science was the mathematical. Mr. Babbage is said to have conducted her studies at one time,—and Lady Lovelace is known to have translated from Italian into English a very elaborate Defence of the once celebrated Calculating Machine of her mathematical friend. Lady Lovelace has left three children,-two sons, and a daughter. Her mother is still alive,---to see, perhaps with a softened spirit, the shade of the father beside the early grave of his only child. Ada's looks in her later years—years of suffering, borne with gentle and womanly fortitude—have been happily caught by Mr. Henry Phillips, -whose father's pencil has preserved to us the best likeness of Ada's father.—Athenœum.

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### DISCIPLINE IN PUBLIC SCHOOLS.

BY THE BEV. DR. ARNOLD, LATE HEAD MASTER OF RUGBY SCHOOL, ENGLAND.

As it will be interesting to many readers of the Journal of Education to be in possession of the conclusions, after extensive experience, of one of England's most distinguished and enlightened educationists, regarding Discipline in Public Schools, we have given an extended extract from a published address of the lamented Dr. Arnold, on the subject. It will be borne in mind that Dr. Arnold, in penning the following remarks, had especial reference to the objections usually urged against the prevalent corporal modes of discipline, in the great public schools of England. He remarks:—

Liberal principles and popular principles are by no means necessarily the same; and it is of importance to be aware of the difference between

them. Popular principles are opposed simply to restraint; liberal principles to unjust restraint. Popular principles sympathize with all who are subject to authority, and regard with suspicion all punishment; liberal principles sympathize, on the other hand, with authority, whenever the evil tendencies of human nature are more likely to be shown in disregarding it than abusing it. Popular principles seem to have but one object—the deliverance of the many from the control of the few. Liberal principles, while generally favorable to this same object, yet pursue it as a means, not as an end; and therefore they support the subjection of the many to the few, under certain circumstances, when the great end they keep steadily in view, is more likely to be promoted by subjection than by independence. For the great end of liberal principles is indeed the "greatest happiness of the greatest number," if we understand that the happiness of man consists more in his intellectual well-doing than in his physical; and yet more in his moral and religious excellence than in his intellectual.

It must be allowed, however, that the fault of popular principles, as distinguished from liberal, has been greatly provoked by the long-continued prevalence of principles of authority which are no less illiberal. Power has been so constantly perverted that it has come to be generally suspected. Liberty has been so constantly unjustly restrained, that it has been thought impossible that it should ever be indulged too freely. Popular feeling is not quick in observing the change of times and circumstances; it is with difficulty brought to act on a long-standing evil; but, being once set in motion, it is apt to overshoot its mark and continue to cry out against an evil long after it has disappeared, and the opposite evil is become most to be dreaded. Something of this excessive recoil of feeling may be observed, I think, in the continued cry against the severity of the penal code, as distinguished from its other defects; and the same disposition is shown in the popular clamor against military flogging, and in the complaints which are often made against the existing system of discipline in our schools.

"Corporal punishment," it is said, "is degrading." I well know of what feeling this is the expression; it originates in that proud notion of personal independence, which is neither reasonable nor Christian, but essentially barbarian. It visited Europe in former times with all the curses of the age of chivalry, and is threatening us now with those of Jacobinism. For so it is, that the evils of ultra-aristocracy and ultra-popular principles spring from precisely the same source—namely, from selfish pride—from an idolatry of personal honor and dignity in the aristocratical form of the disease—of personal independence in its modern and popular form. It is simply impatience of inferiority and submission—a feeling which must be more frequently wrong or right, in proportion to the relative situation and worthiness of him who entertains it, but which cannot be always or generally right except in beings infinitely

more perfect than man. Impatience of inferiority felt by a child towards his parents, or by a pupil towards his instructors, is morally wrong, because it is at variance with the truth; there exists a real inferiority in the relation, and it is an error, a fault, a corruption of nature, not to acknowledge it.\*

Punishment, then, inflicted by a parent or a master for the purposes of correction, is in no true sense of the word degrading; nor is it the more degrading for being corporal. To say that corporal punishment is an appeal to personal fear is a mere abuse of the terms. In this sense all bodily pain or inconvenience is an appeal to personal fear; and a man should be ashamed to take any pains to avoid the toothache or the gout. Pain is an evil; and the fear of pain, like all other natural feelings, is of a mixed character, sometimes useful and becoming, sometimes virong and mischieveus. I believe that we should not do well to extirpate any of these feelings, but to regulate and check them by cherishing and strengthening such as are purely good. To destroy the fear of pain altogether, even if practicable, would be but a doubtful good, until the better elements of our nature were so perfected as wholly to supersede its use. Perfect love of good is the only thing which can prolitably cast out all fear. In the meanwhile, what is the course of true wisdom? Not to make a boy insensible to bodily pain, but to make him dread moral evil more; so that fear will do its proper and appointed work, without so going beyond it as to become cowardice. It is cowardice to fear pain or danger more than neglect of duty, or than the commission of evil; but it is useful to fear them, when they are but the accompaniments or the consequences of folly and of faults.

It is very true that the fear of punishment generally (for surely it makes no difference whether it be the fear of the personal pain of punishment, or of the personal inconvenience of what have been proposed as its substitutes, confinements, and a reduced allowance of food), is not the highest motive of action; and therefore the course actually followed in education is most agreeable to nature and reason, that the fear of punishment should be appealed to less and less as the moral principle becomes stronger with advancing age.

If any one really supposes that young men in the higher forms of public schools are governed by fear, and not by moral motives; that the appeal is not habitually made to the highest and noblest principles and feelings of their nature, he is too little aware of the actual state of those institutions to be properly qualified to speak or write about them.

With regard to the highest classes, indeed, it is well known that corporal punishment is as totally out of the question in the practice of our schools as it is at the universities; and I believe there could nowhere be found a set of young men amongst whom punishment of any kind was less frequent, or by whom it was less required. The real point to be considered, is merely, whether corporal punishment is in all cases unfit to be inflicted on boys under fifteen, or on those who, being older in years, are not proportionably advanced in understanding or in character, who must be ranked in the lower part of the school, and who are little alive to the feeling of self-respect, and little capable of being influenced by moral motives. Now, with regard to young boys, it appears to me positively mischievous to accustom them to consider themselves insulted or degraded by personal correction. The fruits of such a system were well shown in an incident which occurred in Paris during the three days of the revolution of 1880. A boy, twelve years old, who had been forward in insulting the officers, was noticed by one of the officers; and though the action was then raging, the officer, considering the age of the boy, merely struck him with the flat part of his sword, as the fit chastisement for boyish impertinence. But the boy had been taught to consider his person sacred, and that a blow was a deadly insult; he therefore followed the officer, and having watched his op portunity, took deliberate aim at him with a pistol, and murdered him. This was the true spirit of the savage, exactly like murdered him. This was the true spirit of the savage, exactly like that of Callum Beg in Waverley, who, when a "decent gentleman" was going to chastise him with his cane, for throwing a quoit at his shins, instantly drew a pistol to vindicate the dignity of his shoulders. We laugh at such a trait in the work of the great novelist, because, according to our own notions, the absurdity of Callum Beg's resentment is even more striking than his atrocity. But I doubt whether to the French readers of Waverley it has appeared either laughable or disgusting; at least the similar action of the real Callum in the streets of Paris was noticed at the time as something entitled to our admiration. And yet what can be more mischievous than thus to anticipate in boyhood those feelings which even in manhood are of almost questionable nature, but which at an earlier period are wholly and clearly evil? At an age when it is almost impossible to find a true manly sense of the degrada-

tion of guilt or faults, where is the wisdom of encouraging a fantastic sense of the degradation of personal correction? What can be more false, or more adverse to the simplicity, sobriety, and humbleness of mind, which are the best ornaments of youth, and offer the best promise of a noble manhood? There is an essential inferiority in a boy as compared with a man, which makes an assumption of equality on his part at once ridiculous and wrong; and where there is no equality, the exercise of superiority implied in personal chastisement cannot in itself be an insult or a degradation.

The total abandonment, then, of corporal punishments for the faults of young boys, appears to menot only uncalled for, but absolutely to be deprecated. It is, of course, most desirable that all punishment should be superseded by the force of moral motives; and up to a certain point this is practicable. All endeavors so to dispense with flogging are the wisdom and duty of the schoolmaster; and by these means the amount of corporal punishment may be, and in fact has been, in more than one instance, reduced to something very inconsiderable. But it is one thing to get rid of punishment by lessening the amount of faults, and another to say, that even if the faults be committed, the punishment ought not to be inflicted.

Now, it is folly to expect that fauits will never occur; and it is very essential towards impressing on a boy's mind the natural imperfectness and subordination of his condition, that his faults and the state of his character being different from what they are in after-life, so the nature of his punishment should be different also, lest by any means he should unite the pride and self-importance of manhood with a boy's moral carelessness and low notions of moral responsibility. The beau ideal of school discipline with regard to young boys would appear to be this-that whilst corporal punishment was retained on principle as fitly answering to, and marking the natural inferior state of boyhood, moanswering to, and marking the natural interior state of boynood, morally and intellectually, and therefore as conveying no peculiar degradation to persons in such a state, we should cherish and encourage to the utmost all attempts made by the several boys as individuals to escape from the natural punishment of their age by rising above its naturally low tone of principle. While we told them that, as being boys, they were not degraded by being punished as boys, we should tell them also that in perpettion as we saw them trying to entitioned. tell them also, that in proportion as we saw them trying to anticipate their age morally, so we should delight to anticipate it also in our treatment of them personally—that every approach to the steadiness of principle shown in manhood should be considered as giving a claim to the respectability of manhood—that we should be delighted to forget the inferiority of their age, as they labored to lessen their moral and intellectual inferiority. This would be a discipline truly generous and wise-in one word, truly Christian; making an increase of dignity the certain consequence of increased virtuous effort, but giving no countenance to that barbarian pride which claims the treatment of a freeman and an equal, while it cherishes all the carelessness, the folly, and the low and selfish principle of a slave.

With regard to older boys, indeed, who yet have not attained that rank in the school which exempts them from corporal punishment, the question is one of greater difficulty. In this case the obvious objections to such a punishment are serious; and the truth is, that if a boy above fifteen is of such a character as to require correction, the essentially trifling nature of that correction is inadequate to the offence. But in fact boys, after a certain age, who cannot keep their rank in school, ought not to be retained at it; and if they do stay, the question becomes only a choice of evils. For the standard of attainment at a large school being necessarily adapted for no more than the average rate of capacity, a boy who, after fifteen, continues to fall below it, is either intellectually incapable of deriving benefit from the system of the place, or morally indisposed to do so; in either case he ought to be removed from it. And as the growth of the body is often exceedingly vigorous where that of the mind is slow, such boys are at once apt for many kinds of evil, and hard to be governed by moral motives, while they have outgrown the fear of school correction. These are fit subjects for private tuition, where the moral and domestic influences may be exercised upon them more constantly and personally than is compatible with the numbers of a large school. Meanwhile such boys, in fact, often continue to be kept at school by their parents, who would regard it as an inconvenience to be required to withdraw them. it is superfluous to say that in these cases corporal punishment should be avoided whenever it is possible; and perhaps it would be best, if for such grave offences as would fitly call for it in younger boys, older boys, whose rank in the school renders them equally subject to it, were at once to be punished by expulsion. As it is, the long-continued use of personal correction as a proper school punishment renders it possible to offer the alternative of flogging to an older boy, without subjecting him to any excessive degradation, and his submission to it marks appropriately the greatness and disgraceful character of his offence, while it establishes, at the same time, the important principle, that so long as a boy remains at school, the respectability and immunities of manhood must be earned by manly conduct and a manly sense of duty.



See a paragraph on School Discipline, on page 21 of this number of the Townsol.

It seems to me, then, that the complaints commonly brought against our system of school discipline are wrong, either in their principle or as to the truth of the fact. The complaint against all corporal punishments as degrading and improper, goes, I think, upon a false and mischievous principle; the complaint against governing boys by fear, and mere authority, without any appeal to their moral feelings, is perfectly just in the abstract, but perfectly inapplicable to the actual state of established schools. established schools.

# AMERICAN ESTIMATE OF SCHOOLS IN PARIS.

### In a Letter from Paris.

I brought my children with me to Paris, under the belief that I should find for them superior advantages of education to what exist in the United States. As I shared this opinion with many others, it may not be amiss to give the results of my experience, for the consideration of those who desire to educate American youth in France.

Having a son and daughter I was prompted to examine into the system pursued toward sexes.

For a girl, the choice was only between an entirely home education or boarding schools of the most exclusive kind. The former is the course in general pursued by the best families. It renders education much more expensive than in the United States. But by it the evils attending the latter are avoided.

Boys are sent to the boarding schools or the seminaries under the supervision of government, where the discipline is rigid and the exclusion of external influences as complete as stone walls and watchful quardians can render it. Teachers sleep with them, watch them at table, are with them during their play hours, and they are never allowed to leave the walls of their seminaries without their presence; in short they make themselves the pupils shadows. The rule is never to leave them alone on any occasion, and the strictest watch is held over the servants and porters, lest they should connive at procuring forbidden indulgences from outside the walls. If the tutors were of irreproachable morals, this system would work better than it does; but when it is considered that frequently in what is called a fashionable school, they receive salaries of not over \$100 per annum, no very lofty qualifications of either character or attainments should be expected. They are as likely to be the accomplices as the preventives of the pupils in their attempts at mischief or deprayity. The American system undoubtedly allows too much lattitude to youth, particularly in not subjecting them to wholesome discipline, but it preserves them from systematic hypocrisy and fixed habits of falsehood.

If education were simply the acquisition of general knowledge, the sciences classics, or accomplishments, the American parent would sciences classics, or accomplishments, the American parent would find the institutions of France unexcelled by those of any other country. In the solid and ornamental branches they furnish for both sexes every desirable advantage. Intellectual knowledge is, however, but one part of education. Without principle it becomes the worst foe of society; with principle its best ally. I do not mean to be understood as implying that the morals are neglected. On the contrary they are rigidly cared for after the French standard. After an attentive examination into their system of education for youth, I am decidedly of opinion that if American parents wish to rear a generation of American children, they by far had better intrust them, both for their morals and the principles which are to be their guide in civil life, to the public schools of their own country, rather than to the highest seminaries of France. I have seen the results of this nurture in too lamentable shapes to come to any other conclusion than, that, while it rarely is calculated to make an American successful abroad, it is quite sure to destroy his capacity for patriotism at home. Dissatisfied with the genius of his native country as being adverse to his acquired taste, he finds himself, as it were, expatriated, without the solace of being nationalized elsewhere.

Corporeal punishment being entirely done away with, French teachers are at a loss for a substitute to preserve discipline. They resort to a multitude of penances, the most efficacious of which is perhaps imprisonment; but their general aim is to create shame or mortification. They seek to arouse emulation by a graduated system of rewards, which results in the early development of a passion for prizes and decorations. This is pushed to such an extent that the bauble often becomes the substitute for the principle, and the vanity of display takes the place of love of knowledge. These "rewards of merit" are coveted with an eagerness by all classes that to their graver neighbors savors of childishness. Hence, through every department of society they are distributed with a profusion that elsewhere would destroy their value.

Boys who are not yet emancipated from frocks are to be seen with decorations attached to their breasts, treading in the footsteps of the Legiondaries of Honor, whose ribbons, crosses, and grand crosses are to be met at every step in the street. The acquisition of a ribbon of

a medal would be a penance to a Frenchman, if he could not display it. If this innocent vanity be a spur to worthy actions, it is undoubtedly to be cherished in default of a better motive. The Legion of Honor already numbers upward of 50,000 members, and scarcely a day passes without additions to its ranks. A recent calculation gives a decoration to one individual in every ten in France.

The history of French exhibitions of manufactures and arts shows to what an extent the distribution of prizes is pursued. In 1798, of the one hundred and ten exhibitions in the Champ de Mars only twenty three, or a little more than a fifth, had prizes. In 1801, there was distributed one prize to every three exhibitorors. The succeeding year it rose to one to every two. In 1823 the proportions were two year it rose to one to every two. In 1823 the proportions were two prizes to every three persons. Each succeeding exhibition followed the same policy, until the prizes have nearly caught up with the exhibitors, the last on record being 8258 prizes to 8960 exhibitors. Much complaint ensued at the awards of the Commissioners of the London Exhibition in 1851, although Krance received sixty recompences for every one hundred exhibitors, while England was only in the ratio of twenty-nine to every one hundred, and all other nations but eighteen.

Such is the effect of substituting in infancy the desire of artificial distinctions, for the more solid principle of action from the simple sense of duty. It was with difficulty I could prevent one of the most simple-hearted and conscientious of professors from bribing any children to learn their lessons. The perpetual argument is, "Do this,

and you shall have that."

Some one, with more severity than truth, has said that all children are by nature liars. The teacher of one of the best canducted broading schools of Paris, who had several American children under his charge, remarked that they were the only boys in his establishment on whose word he could rely. Where appearances are the chief aim of life there must exist a corresponding amount of deception. The material lie readily becomes the moral lie. Truth is not placed upon its right foundation in the young. How can it be when there is no reliance put in their good faith? The education of the children prepres the way for those lies of convenience or etiquette so prevalent aong the adults.

The simple English yes or no has no weight in France. To induce belief adjurations are added, or a sort of sliding scale of expressions, by which you are made to comprehend with what degree of certainty you may rely on any promise or assertion. I shall never forget the expression of surprise with which a young American girl, to whom falsehood was an unknown tongue, explained to me that her teacher required her to swear to keep a promise; and on another occasion, with mingled indignation and astonishment, exclaiming, "My teacher tells lies." She had detected some of those petty larcenies of truth

which here would not be called by so harsh a name.

Children are no casuists. They should be taught by precept and example, the plain rule, to tell the truth under all circumstances, and leave the consequences to take care of themselves. The French habit arises not so much from evil design as from a desire either to convey pleasure or to avoid giving pain. A physician deceives his patient to convey encouragement; the tradesman promises, to secure patronage; gallantry is proverbial for its falsehoods, and vanity must be fed upon lies. The domestic is more ingenious in evasions than a Cretan; and your friend will never be frank at the expense of wounding your amour propre. Suspicion is so disguised in the finesse of courtesy, that its sting is scarcely felt; while deception treads so lightly as barely to leave a trail. Wherever manners and morals have their source in the head, and not in the heart, this condition of things will exist. Yet it is impossible not to admire that exquisite tect, which, in seeking a favor, seemingly confers an obligation,

### GREAT MEN SELF EDUCATED.

Benjamin Franklin was a self-educated man. So was Benjamin West. The one among the most distinguished philosophers, the other among the best painters the world ever saw. Each had a good teacher because he taught himself. Both had a better teacher daily, because both were advancing daily in knowledge and in the art of acquiring it.

Baron Cuvier was also a self-made man. He was at all times under good teacher, because he was always taught by Baron Cuvier. He, more than any other man, perhaps than all other men before him, brought to light the hidden treasures of the earth. He not only examined and arranged the mineral productions of our globe, but ascer-tained that hundreds, and even thousands of different species of animals, once living, moving in the waters and upon the land, now form rocks, ledges, and even mountains. Cuvier thought, however, that he owed a constant debt of gratitude to his mother for his knowledge, because when a small child, she encouraged him in Linear Drawing, which was of the utmost service in his pursuits. To the same encour-gement the world is, of course, indebted for the knowledge, diffused by Cuvier among all nations.

Sir Humphrey Davy, by "self instruction," made more brilliant

and more important discoveries in chemical science, than any one who preceded or followed him. Farmers, mechanics, housekeepers, and many others, are now enjoying the benefit of his labors.

Elihu Burritt, by self-instruction, had acquired, at the age of thirty years, fifty languages; and that too while he was laboring vigorously. over the forge and anvil, from six to twelve hours daily.

The late Dr. Bowditch taught himself, until he succeeded all who

had gone before him in mathematical science.

Roger Sherman, whose name will descend to posterity as one of the ablest statesmen and brightest ornaments of the American Congress, taught himself while working upon his shoe-bench.

George Washington was a self-made man. His name will fill all

future ages with reverence.

Hosts of others, who in former ages, moved the intellectual and moral world, also, those who now move and elevate themselves. Such must be the fact in all future ages.

Every child is his own teacher. He teaches himself things; and every thing coming under his observation—animals, vegetables, minerais, tools and operations of farmers, mechanics, and housekeepers, science and art. He teaches himself by seeing, hearing, tasting, smelling, feeling, talking, handling, using and comparing things, and their operation on each other; also cause with effect. Every child of common talents learns a language before he is three or four years of age. Many thousand children now in our country, not over five years, can speak fluently two languages,—the English and German.

# Short Memoirs of Eminent Men.

### II. THOMAS GRAY,—THE POET.

Thomas Gray, like Milton, was the son of a money-scrivener in London, and was born in Cornhill, Desember 26, 1716. At Eton, where he received his education under the care of an uncle, he was distinguished for his extraordinary proficiency in classical learning. It is one of the great advantages of our large public schools, that they afford to youth of talent the opportunity not only of forming connexions which may assist and advance them in after-life, but also of improving themselves by associating with companions of tastes and pursuits congenial with their own. It was probably to a friendship formed at Eton, that Gray referred when he wrote the line,

He gain'd from heaven ('twas all he wish'd) a friend.

This friend was Richard West, a young man of rare talent and promise, but unfortunately early lost to the world. To him Gray appears to have been most warmly attached; and the close and affectionate correspondence which passed between them, both in prose and verse, exhibits both the friends to great advantage, and forms by far the most interesting portion of the Memoirs of Gray published by Mason.

Another school-friend of Gray was the celebrated Horace Walpole, son of Sir Robert Walpole, and afterwards Earl of Orford. With this young nobleman Gray was appointed to take the customary tour of Europe: but travelling is proverbially a test of temper; after they had continued together for two years, Gray had some differences with his witty and volatile companion, and returned to England alone, with no other benefit from his late conexion than that of having visited some of the most interesting countries of Europe, under more favorable circumstances than, with his limited means, he could otherwise have commanded.

From this time forth the life of Gray is the most uneventful that can be presented to the pen of a biographer. Soon after his return from the Continent, in the year 1742, he retired to Cambridge, and there principally resided till his death, in 1771, with scarcely an incident to mark the progress of years; except that, in 1756, he changed his College, from Peterhouse to Pembroke Hall; (as he himself says, a sort of era, in a life so barren of events as his;) and in 1768, he was appointed Regius Professor of Modern History. During this long period of time his habits were those of a devoted student, accumulating vast stores of learning on almost every branch of human knowledge; but, unfortunately, pursuing his studies in a desultory manner, and with little regard to any definite and fixed object. Indeed, the great defect in the character of Gray seems to have been a want of perseverance and firmness of purpose. He had originally intended to follow the law; and to his friend West, who was designed for the same profession, and who was shrinking from the irksomeness of legal studies, he wrote from the continent an admirable letter, urging him to steady and resolute exertions. But, in his own case, Gray proved how much easier it is to give than practise good counsel. He himself soon abandoned his design of studying the law, and continued on to the end of his days, without any profession, in a society to which he did not conceal his dislike, and in perpetual contemplation of works which he never executed Even his poetical productions, exquisite as they are, were f w and short, and were written at long intervals of time. In proof of his earlier projects in literature, we have a fragment of a tragedy, a

fragment of a Latin poem on the Origin of our Ideas, a fragment of an ethical essay in verse, all of them possessing beauties which make it a matter of much regret that they were left unfinished. At a more advanced age we find him still meditating great things; planning a history of English poetry, an edition of Strabo, a work on Chronology with none of which he proceeded. Even for his Professorship he did no more than sketch an excellent plan for lectures, which however, were never delivered, or even composed.

We have dwelt on the irresolution and fastidiousness which cast a shade over the character of Gray, because they impaired the usefulness of a man who possessed the power to have been greatly serviceable to mankind. Let it not, however, be supposed, that he was without some better points in his character. He was high-minded, independent, and disinterested. Where he was attached, he was attached warmly and firmly. In his domestic relations, and especially as a son, he was most exemplary. His excellent mother had established strong claims on his ratitude and affection by her more than ordinary maternal care. She had saved his life in infancy, by venturing to bleed him with her own hands, in a violent illness; and she had given him a liberal education at Eton from her own private resources, when his father had refused to support him. These kindnesses made their due impression on the heart of Gray. He is said never to have mentioned the name of his mother, to the end of his life, without a sigh. He desired to be buried by her side in his own village churchyard. And there is a passage in one of his letters to a friend, so beautiful, that we must give it at length:-

"It is long since I heard you were gone in haste into Yorkshire, on account of your mother's illness; and the same letter informed me she was recovered, otherwise I should then have wrote to you, only to beg you would take care of her, and to inform you that I had discovered a thing very little known, which is, that, in one's whole life one can never have any more than a single mother. This you may think is obvious; yet I never discovered this (with full evidence and conviction, I mean) till it was too late. It is thirteen years ago, and seems but as yester-day, and every day I live it sinks deeper into my heart."

Besides some short summer rambles, Gray passed the time when he was absent from Cambridge principally at Stoke, a small village in Buckinghamshire, near Windsor, where his mother and aunt resided. It was here that he wrote the greater number of his poems. The "Ode on Eton College," and the "Long Story," sufficiently attest the place where they were composed. But all our readers may not know that the beautiful "Elegy in a Country Churchyard" also owes its birth to Stoke Church. The whole village is full of memorials of Gray. The bourse which he inhabited although enlarged and amballiched is still house which he inhabited, although enlarged and embellished, is still noticed as his. Mr. Penn, to whom the principal estate of the parish belongs, has erected in his grounds a handsome monument to the poet. Although a new mansion has been built upon the site of the old residence, some remains of the ancient seat of the "the Huntingdons and Hattons" are allowed to stand; and, above all, the churchyard is just as it should be. Although hardly beyond the reach of London improvements, it is quite a country churchyard, secluded and unembellished. There are the yew trees, the grassy mounds bound down with twigs of hazel, and the rude inscriptions on the grave-stones. And the writer of this brief sketch may, perhaps, be permitted to add, that in a delightful visit which he lately made to the place, he chanced to find in the churchyard "a hoary-headed swain" from whom on asking after Gray's monument, he received an answer almost in the words of the poet:-He was no scholar, he said, and was not quite sure which of two monuments was the right one; "but you," he added, "may make it out for yourself."

Approach and read (for thou can'st read) the lay, Graved on the stone beneath you aged thorn.

### THE NEW YORK STATE NORMAL SCHOOL.

From the following extract it will be seen that the state of New York has not yet reached a settled point in regard to the practical design and objects of a Normal School.

The policy of a class of institutions exclusively for the education o teachers has been amply vindicated in the experience of this and other

The normal school, established in 1844, has surmounted most of the prejudices which it encountered in the earlier stages of its career, and thorough conviction of its utility is now entertained by the great body of the educators of the state.

Little felt at first, 3,230 pupils have received the benefits of instruction in it, and are now extending a knowledge of the better systems, and improved processes of instruction thus acquired, throughout the They are doing this as teachers in the departments for the instruction of common school teachers in the academies, they are doing it in the larger schools of the cities and villages which become model



ones to others, and finally, they are beginning to be felt in the body of the common schools of the state.

The undersigned is under the impression that the course of studies require some modification, and that the school should be made more strictly a professional one. Its object is not to give teachers their first education in the elementary branches, but to take them, after those branches are acquired, and instruct them in the theory and practice of teaching. In doing this, they will necessarily be to a considerable extent practised, and thus improved in elementary studies, but this should be regarded as simply an incidental benefit, and by no means an excuse for the want of a good previous acquaintance with those studies—or for that same slow and elaborate course of instruction in them which is practised in elementary schools. The state provides other and far less expensive schools for the latter purpose. Here the object is to make teachers; and it requires time and expenditure enough to do so, with a standard of admission which would dispense with the necessity of any thing more than a rapid and merely review course, in the common branches of an English educatiou. The executive committee of the normal school have this subject under examination, and will in due time take what they regard as the appropriate action upon it.

Owing to a variety of causes, not necessary here to be detailed, the normal school has undoubtedly been an expensive one, for the amount accomplished by it. Many of those causes, though inevitable, were temporary in their nature, and are already beyond recurrence. Of the usual liberal annual appropriation by the Legislature, of \$10,000, for the support of the school, the executive committee have been able, during the current year, to save two thousand, and carrying out the earlier liberal policy of the institution toward its pupils, the balance has been appropriated to assist them in defraying the expense of their board. It is believed the expenses of the institution may be still further reduced without any injury to its efficiency. Its receipts may also be increased from several sources, and more particularly by an extension of the experimental department, which will also, give additional facilities for instructing the pupils of the higher one, in the pratice of teaching. All these topics are engaging the attention of the executive committee.—State Superintendent's Report for 1851-2.

# EDUCATION AND IGNORANCE IN FRANCE.

An American in Paris, in concluding a long letter on the Boarding Schools in France, makes the following general statements:—

The population of France is 36,000,000. In her primary schools she has 2,382,580 pupils, or the ratio of one-sixteenth of her population, supported at an annual expense of \$1,800,000, or an average to each pupil of about 75 cents. The State of New York, in 1851, expended on 724,291 pupils in her common schools, \$1,432,096, or an average of nearly \$2 a-head for one-fourth of her population, while she has a fund of \$6,612,850 devoted to purposes of education. The actual difference is, that while New York expends twice and two-thirds as much on each pupil as France, she educates her population also in the ratio of fourfold in point of numbers. France expends more upon the tomb of Napoleon than upon her entire "Ecoles Primaires;' city of Paris, from 1800 to 1845, has spent at the Hotel de Ville, in fètes to the several governments of France, \$2,000,000—a sum sufficient to the several governments of france, \$2,000,000—a sum sufficient to the several governments of france, \$2,000,000—a sum sufficient to the several governments of france, \$2,000,000—a sum sufficient to the several governments of france. cient to support its common schools, at the present rate of appropria-tion, for fifteen years. Previous to 1830, the cost of primary instruction in Paris was but \$16,000 annually. Since then it has been increased to \$250,000, and the number of children frequenting the schools is about 45,000, or one twenty-second part of the population. In the colleges, institutions, and boarding-schools of the city, there are 11,000 pupils, but these embrace the elite of the south from all parts of the country. The total number of pupils in the lyceums, colleges, and private institutions in France, for 1850, was 92,231; making a total of 2,424,811 children only, out of the 18,000,000 in France, receiving any degree of education.

The military conscription shows, that out of every thousand young men drawn, about 40 know how to read and write, 500 to read only, and more than 400 have no instruction whatever.

### ESSENTIALS IN COMMON SCHOOLS.

We are happy in being able to make the following extracts from an excellent School Lecture by L. Chipman, Esq., Local Superintendent of South Burgess:—

1st. The Teacher.—In the first place, to employ efficient Teachers in our Common Schools is absolutely necessary; nothing can make up the deficiency of an incompetent teacher. Not only is knowledge incorrectly acquired by bad teaching, but the time spent by scholars is lost forever in as great a degree as their knowledge is imperfect. The office of Teacher is one of the most important on earth; he acts upon minds which in turn act upon others, and millions may be affected before that power will cease to exist; without his aid the efforts of the

philanthropist and every well-wisher of the human family can accomplish but little in comparison to what might be done with the co-operation of intelligent, moral, and successful teachers. A teacher may be well educated, but not what is generally termed "apt to teach;" this is a serious detriment in promoting education. A teacher should have a good idea of human nature, "and a rich store of knowledge, and have images and illustrations at his command." Perhaps no occupation in life requires as much patience, perseverance, and faithfulness as that of a successful teacher. The minds of his pupils are as various as their complexions; no two require exactly the same management, and nothing but a competent teacher can ascertain the different kinds of treatment required of children in order that all may be benefitted. Inferior teachers are generally dear in the end, and if we expect the rising generation to be properly trained, and time and money profitably spent, it should be the aim of all proprietors of schools to insure, if possible, as competent teachers as their circumstances will admit.

2nd. Convenient School-Houses.- Proper school-houses ought to be erected, as far as practicable; the want of suitable buildings, in some sections, is a serious detriment to education, which difficulty, I am happy to say, is now obviated in several places in these townships. How inconvenient, unpleasant, and discouraging to teachers as well as scholars, to attend in an uncomfortable school-room; the progress of scholars in such cases must be slow compared to what might be expected in a commodious one. How many places of instruction do we find inferior to those erected for the comfort of domestic animals ill-ventilated, and with not more than two or three windows—uncomfortable seats, with no backs-and desks scarcely within reach of the scholars. Another inconvenience, in some localities, is the site selected for the school-house. How often do we see it erected on the corner of some thoroughfare, or on some great elevation, without any ornamental trees or play ground, being subject to the scorching rays of a summer sun or the chilling blasts of winter. The teacher and scholars are also annoyed by the din and bustle necessarily occasioned by people passing and repassing. The scholars are more subject to accidents by being compelled to take for their play-grounds the highway or "longlot," as it is sometimes called. How often could the evils above mentioned be remedied by placing the school-house near some grove, or an artificially made one; thus giving beauty and elegance, besides comfort, in all seasons of the year. The school-house ought to be erected as near the centre of a section as possible, to suit all parties.

8rd. Uniform Text-Books.—In the next place, a suitable supply of books should be provided. Schools and teachers labor under many difficulties, on account of not having a uniformity of books, but this is now nearly overcome in most sections.

4th. Discipline.—I am of opinion that moral suasion, in most schools, is preferable to coercive measures. Moral suasion is now recommended by most of our teachers, both in common schools and higher institutions, as being the most sure way of stimulating scholars to any laudable enterprise. Coercive measures are certainly contrary to our feelings, and ought not to be inflicted except in obstinate cases. The influence parents and guardians have upon children in providing for their education, is far greater than most people imagine; were parents ready and willing to assist their children in obtaining a good education, and instilling into their minds its importance, there is but little doubt but that they would become good scholars.

5th. Parental Attendance at Examinations.—Parents have also a great influence on their children by attending the quarterly examinations; the scholars will endeavour to learn, with the expectation of being encouraged and rewarded. Where no interest is taken by parents in the education of their children it is often a serious difficulty in their advancement, although much depends on the scholars themselves as regards their improvement, but it cannot be expected that all are equal in point of natural talents or ability. The Creator has been pleased to give a higher degree of instinct to some brutes than others, so He has given some of the human family a higher order of intellect than others. There are many, no doubt, but would reach the highest point of intellectual greatness whose talents lie buried, because they have never been cultivated properly, and some with scarcely common intellect, by close and unremitting study, have become famed for their knowledge, and outstripped our greatest anticipations. An opinion is prevalent among some that education tends to disqualify mankind for the domestic concerns of life, and if nothing more is sought than intellectual culture, there is a degree of plausibility in it; but education in its general sense has for its object (besides that knowledge which informs and enlightens the understanding) that which will instill the principles of the arts, sciences, religion, behaviour, and in short all the requirements necessary for our happiness in time and eternity.

## GOLDEN HOURS AND DIAMOND MINUTES.

We find the following gem in a New York paper: Lost—Yesterday, somewhere between sun-rise and sun-set, two golden hours, each set with sixty diamond minutes. No reward is offered, for they are gone for ever.



### REPORT OF THE CAMBRIDGE UNIVERSITY COMMISSION.

### (From the London Chronicle.)

The long expected report of the Commissioners appointed to inquire into the state, discipline, studies, and revenues of the University and Colleges of Cambridge is already, we understand, in the hands of the Vice-Chancellor, and will very soon be made public.

The reforms recommended by the Commission are less sweeping, perhaps, than those proposed for the sister University of Oxford.

With respect to discipline among those in statu pupillari, the Commissioners seem to think that there is little room for, or need of, amendment, and they much commend the general moderation of expenditure among the undergraduates. They advise, however, for the further check of undue expenditure, that the law relating to minors should be extended to all undergraduate students.

Proceeding to consider the qualifications for the various degrees conferred by the University, the Commissioners express their approbation of the predominance of mathematical and classical studies at Cambridge; while, however, they warmly commend the new triposes of moral and natural sciences lately instituted, and advise the creation of a board of clasical studies, answering to the board of mathematical studies lately appointed, which has been found so useful in directing the course of study in that branch of learning. They recommend, also, the addition of studies and examinations in civil engineering, and modern languages, and diplomatism.

The following is a very important recommendation. Adopting the proposal of the Statutes Revision Syndicate for reducing the number of terms to be kept for the B.A. degree from ten to nine, the Commissioners suggest that the previous examination at the end of the fifth term of residence—commonly called the Little-Go—should be made to include most of the subjects now indispensable for the ordinary degree, and that, after that examination, every student, for his remaining four terms, should select any line of recognised academical study which, with the sanction of his college tutor, he may feel to be most suited to his aptitudes and tastes, and professional destination. Some, therefore, would prepare for the mathematical, or clasical, or the sciences triposes, and some for medical or law degrees. The remainder would still have to undergo an examination, much like the present one, for the ordinary degree. This plan they also think would afford great facilities for the special study of theology, for which they are of opinion that much more provision ought to be made by the University. They protest against so raising the standard for the ordinary degree as to exclude men of rank and fortune from the advantages of a University course. They dissent, however, from the excellent recommendation of the Statutes Revision Syndicate as to the abolition of the ten-year men privilege; and they even advise a sort of cheap degree, to be called "licentiate in theology," for the increase in the number of poor clergymen which they anticipate.

In considering the whole field of the accademical curriculum, the Report urges the expediency of constituting boards of studies in the clogy, in law, and medicine, as well as in classics and mathematics. In the case of medicine, the term of compulsory residence is proposed to be shortened, in order to put Cambridge on a level with the Scotch and the London medical schools. In all degrees, the practice of enforcing money-cautions, in lieu of the performance of certain antiquated acts and exercises, is recommended to be disused. As to the degree of M.A., the recommendation of the Statutes Syndicate, as to the substitution of an affirmation for an oath, is adopted; and the oath at the time of creation is to be altogether abolished. And from this the Commissioners advance to urging the abandonment of any theological tests for any but theological degrees; and while they decline to offer any opinion on the question of the admission of Dissenters, they show something very like a bias in that direction.

As to the practical wants of the University, the Report dwells especially on the necessity of more theological professors. The Commissioners perceive the want of a better manner of appointing the public examiners, and protest against  $\alpha$  officio examiners generally. They propose that for the future the Regius Professors should examine, each in his own department, and they suggest schemes of election for boards of duly qualified persons to conduct the public examinations.

We find a suggestion for the endowment of a professorship of mediseval art in general, and of architecture in particular.

Having advised, in the former part of the Report, that after the fifth term of residence every undergraduate should elect some specialty for his further study, the Commissioners proceed to suggest that, from this period of the academical course, the instruction of all students should be undertaken exclusively by the University—and no longer, as at present, by the particular colleges. As the present body would be insufficient for the thorough instruction of the undergraduates during their concluding terms of residence, it is proposed to appoint a large number of public teachers, to be called "lecturers," who are to work under the

professors. This, in point of fact, is the principal change advocated by the Commissioners. They hope, by the appointment of "lecturers," to give a death-blow to the present most unsatisfactory system of private tuition, while at the same time they expect in this way to secure whatever advantages there may be in the informal, and as it were catechetical, nature of the relation now existing between the private tutors and their pupils. The lecturers are to be allowed to marry, and are to have moderate fixed falaries, with the addition of payments from such students as shall resort to their lectures. The election of the lecturers is to be vested in the board of studies, who will naturally look for candidates among those very persons who now become private tutors. Their fixed salaries are to be derived mainly from the College revenues, aided by some proportions of the payments for tuition now exacted of students by the college tutors. The Commissioners advise, however, the endowment of one new divinity professorship with £500 of the present somewhat excessive income of the Lady Margaret professor; and they propose to maintain a Hulsean divinity professor out of the funds of the Hulse foundation, now very uselessly spent in the offices of Christian advocate and Hulsean preacher. They propose, in addition, that two more theological professorships should be endowed with stalls in Ely Cathedral.

Upon the whole, then, there will be, under one general council of studies, seven boards of studies, viz., theology, law, medicine, mathematics, classics, natural science, and moral science; with subsidiary branches of engineering and modern language studies. To the operations of the board of theological studies, the Commissioners look for the true solution of the difficult problem of clerical education, which they think ought to be carried out within the walls of the University. But to prevent the University from becoming merely a seminary, the wish by various reforms to encourage especially the studies of law and physic; and they show that there is no reason why Cambridge, containing more than 25,000 inhabitants, should not become a first-rate medical school. Considering the Worts foundation of the Travelling Bachelors to be quite unsuited to modern habits and wants, the Report advise that these funds should be made available for giving an opportunity of education in the principles of diplomacy and the law of nations.

With respect to the public library, they strongly advise the addition of a reading room, to which, under conditions, undergraduates may be admitted. They recommend also the substitution of a money payment for the privilege now enjoyed by the University of a copy of every book published under the Copyright Act.

With regard to fellowships. The Commissioners do not advise compulsory residence, and wishes to abolish the oath of obedience to statutes. It is suggested that all restrictions of fellowships should be formally abandoned, all bye-fellowships revised and made like those on the foundations, all peculiar methods of elections abrogated, and no conditions, such, e.g., as proceeding to the degree of B.D., retained. But celibacy is still to be imposed.

The election of Heads of Houses is to remain as it is, for the most part; but the office not to be held together with ecclesiastical preferment.

Finally, the Commissioners recommend a general revision of the statutes of the colleges, and advise the throwing open of King's College, and the development of Trinity Hall as a place of legal education.

With respect to studies, they seem to have been content with developing and carrying out what has been already begun, in the way of self-reform, by the University itself. The greatest exceptions that are likely to be taken to the Report will be to the proposal to take from the colleges, and to give to the University, the education of students during the latter half of their academical course; ito the substitution of public lecturers for private tutors, and to the chief method of paying these new lecturers by means of contributions from the colleges.

### A BEAUTIFUL FIGURE.

Daniel Webster possessed the poetic or imaginative faculty to a much greater extent than is generally supposed, or than one would infer from a perusal of his solid and argumentative speeches. One of the most beautiful and poetic images to be found in the range of English composition, is that employed by him in his speech on the Protest, in reference to the territorial power and conquests of Great Britain. He spoke of her as—"a power which has dotted over the surface of the whole globe with her possessions and military posts, whose morning drum beat, following the sun and keeping company with the hours, circles the earth with one continuous and unbroken strain of the martial airs of England."

This image, Mr. Webster once said, occurred to him while he was one morning witnessing the parade at sunrise in Quebec. Mr. Edward Curtis, of New York, was standing by his side, and when the drum beat, Mr. W. turned to him and gave utterance to the idea which several years afterwards he clothed in the beautiful language above quoted from his speech.



### OPINIONS OF THE PRESS.

### THE REPORT ON EDUCATION FOR 1851.

[From the Port Hope Echo of Wednesday, Dec. 22, 1852.]

The annual report of the Normal, Model, and Common Schools in Upper Canada for 1851 has been sent to this office. It is a long and very interesting document, exhibiting zealous and indefatigable attention on the part of the Chief Superintendent. In a country so practically democratic as this, it is of vital importance that Education be made as general as possible, so that those through whose vote at the hustings the country is governed, and the laws are made, should be sufficiently well informed to know how to use their privileges to the best purpose. Let the Municipalities which suffer from Councils chosen by uneducated men, tell how much the community at large are interested in the education of every individual in the Province. We rejoice to mark a growing improvement in this matter every year; and on the Scriptural principle of giving "honor to whom honor is due," we feel called upon to record our humble testimony in favor of Dr. Ryerson.

A correspondent of the *Echo* remarks—" Permit me to ask the candor of the members of the Church of England towards the 13th

chapter of the Report for 1851, lately published by the Rev. Superintendent. Let his statements be candidly received whether we agree with him or differ from him. It is surely true that the education of the young is going on during all their waking hours, and not merely from 9 to 4 on five or six days of the week. Also that the mornings before 9 and the evenings after 4, are usually the most convenient time for religious domestic instruction of every kind, and the Lord's Day the most appropriate for pastoral instruction. So that a very great part of the religious education of youth is not, and ought not to be, in the hands of day-school teachers. While we must lament that in about half the Common Schools of the Province the Scriptures are not used, and condemn the cause of that omission, whatever it be, let us be thankful that in 1748 common schools, the privilege of an open Bible is enjoyed, and let us use every means in our power to have that number increased—rather to have that privilege conferred on all."

### SCHOOL SYSTEM OF UPPER CANADA.

[From the Daily Colonist of Friday, Dec. 31, 1852.]

ANNUAL REPORT OF THE NORMAL, MODEL, AND COMMON SCHOOLS IN UPPER CANADA FOR THE YEAR 1851; WITH APPENDICES. BY THE CHIEF SUPER-INTEFDENT OF SCHOOLS. PRINTED BY ORDER OF THE LEGISLATIVE ASSEMBLY.

This blue book, ordered to be printed by the Assembly during its recent Session, was only distributed two or three weeks ago. tains much important information relative to the working of the Upper Canada School system during the year 1851; which, from its public interest, it is a matter of regret, that it should not have be published earlier, than at the close of 1852.

The Report of Dr. Ryreson is very elaborate; and affords proof of the efficiency of the Department of which he is the head. This is much to say in favor of the Chief Superintendent; and the most determined of his opponents cannot withhold that praise from him. The importance of the Department of Public Instruction cannot be easily overvalued. It is of equal importance to a Department of the Government; and equal-even perhaps in some respects greater-responsibility attaches to it. From these considerations we are rejoiced to see such satisfactory evidence of the efficient discharge of its functions, as the report before us affords.

The Chief Superintendent concludes his report by a defence of some length, of the school system from the charge of infidelity. He contends that it is in no manner open to such a charge. He complains that he has been much misrepresented on this subject, and his views much distorted. He wants to have a national, not a denominational school system; and this he conceives is compatible with the necessities of Christianity.

We shall take leave of this report by repeating what we have already said, that it does great credit to the industry of Dr. Ryerson, and shows that the important department, of which he is the head, is in a very effective state.

## [From the Montreal Witness of Monday, 8d January 1858.]

We have received the Annual Report of the Normal, Model, and Common Schools in Upper Canada, for the year 1851. This document does very great credit to the Chief Superintendent. It is as complete and lucid a statement as could possibly have been written. The Report does not only state the results obtained, but initiates us into the working of the system, presents to our view its obstacles, as well as its successes, and explains the motives which have led to the various measures adopted. To the statistics of the Report is added a large appendix, containing copious extracts from the report and correspondence of the Local Superintendent; also, various documents and remarks, which makes this volume a most useful repository in matters of

education, condensing, as it does, the results of a vast experience with

regard to schools.

The future of a country rests with its rising generation; as they are seth and moulded, so will be its destiny. This being the case, no taught and moulded, so will be its destiny. This being the case, no enlightened Canadian, who loves his country, can look with indifference upon the subject of education in this Province, and upon the reports made from year to year of its progress. And now he must rejoice at the immense success already obtained, and feel proud of the prospective results yet to be obtained in a glorious future, if the intentions of the Superintendent are permitted to be carried out, and his plans for the unity and enlightenment of the country, through a free and common education, accessible to all, are not thwarted by the jealousy of sectarian spirit, and the efforts of those who dread that the people, by receiving too much light, migh become emancipated from their rule.

Comparing the common schools of Upper Canada with those of the State of New York, it is shown that while the latter have better and more numerous school-houses, and larger libraries, still the length of time during which the schools are kept open during the year, and the amount of money raised for the salaries of teachers, which are the two strongest tests of the doings of people in regard to education, throw the balance very much in favor of the Province. The average time of keeping schools open in New York State was seven months and seventeen days; while in Upper Canada, it was nine months and twentyeight days; and while the population of the Province is only one-fourth that of its neighbor, the amount of money raised for the salaries of teachers was one-third. Thus, we have much cause to congratulate ourselves upon comparison with the States. It is, however, but fair to state, that it was not so a very few years ago, and that these results are owing, mostly, to Dr. Ryerson's exertions.

At the foundation of this prosperous system of free common schools is the Normal School, the importance and the blessings of which cannot be overrated. Its advantages consist not only in "sending out into the country more than a hundred teachers per annum, more or less trained in an improved system of school teaching, organization, and discipline, but in giving a higher tone and character to the qualifications and modes of teaching to which other teachers aspire, and which the school authorities in many places require."

(From the L. C. Ottawa Argue, of January 6, 1858.

The last Annual Report of Dr. Ryerson, Superintendent of Schools for Upper Canada, indicates progress and advancement in the diffusion of knowledge. The rank and advancement of a country depends on the education of its inhabitants, as the social standing of the individual is dependent on his information and powers of mind. Too much attention cannot be devoted to the education of the people. Public instruction has been found economical to the State, and where education and knowledge have been diffused, there crime has diminished, to the saving of the very great expenses attendant on the bringing perpetrators to punishment

The Montreal Herald passes a high encomium on the Report, and to it we are indebted for the following compilation:-

"The number of children attending the schools in 1850 was 151,891, the number attending them in 1851, was 170,254, being an increase in the year of 18,363, by far the largest increase ever reported in one year. The average time during which the schools have been kept open has been to make the schools have been kept open has been ten months and twenty days, or an increase of twenty-five days over the past year; and the total amount received for teachers salaries was £102,050, or an increase of £18,621 within the year. Here are elements of a problem by which we may readily calculate the progress of intelligence in Upper Canada; but when we examine the details, we shall find that they strengthen the general facts. We find details, we shall find that they strengthen the general method, while the amount required to be raised by the municipalities to obtain the school grant was £19,027, the actual amount raised was £25,885, or £9,807 more than was required. We find, too, that the system of taxation on parents sending their children to school, is constantly declining, and the system of free schools, under which the cost of common schools is recognized as a charge on the public, and provided for by an assessment on property, is everywhere taking its place. The feeling which dictates this change is so well illustrated is an extract from the Superintendent of the County of Stormont, that we cannot do better than copy his words:— One of these was upon the system of general assessment, according to the rateable property within the section. having five or six children, between the ages of five and sixteen, were only rated about one-half as much as others, who had only one or two. Their circumstances were, in all cases, taken into consideration, and the more wealthy were rated the most with half the number of children, as I have just stated, with no other view that to induce the poorer classes to send their children, who would otherwise be kept at home, growing in ignorance and wickedness. In no case have those who contributed the most towards the support of schools refused to pay the amount imposed on them in this way."



TORONTO: FEBRUARY, 1858.

EDUCATIONAL WANTS IN THE STATE OF NEW YORK.

The system of public instruction in the State of New York is undergoing a severe examination. A commissioner was appointed two years since to investigate the School laws, and report a bill for their improvement and embodiment into one Act. An elaborate Report was made; but nothing further has been done. In the monthly New York Teacher (published under the direction of the "New York State Teachers' Association") this subject is being largely discussed. In the first of a series of articles on the subject, we find the following summary statement of the wants and defects of the educational system in that State:-

- "1. A system of Graded Schools reaching from the Primary School to the highest College or University in the land, free alike to all who are capable of attaining the required course of instruction. This would embrace a system of primary schools within the reach of every child in the land, a system of grammar schools in every village and at convenient distances in the county, a system of academies for every county, and a system of colleges sufficient to meet the entire wants of those who wish to be benefitted by them.
- "2. Schools for the special training of teachers, so that the difficult and varied work of instruction need not be committed to the charge of those who are ignorant of the great principles which lie at the foundation of their profession.
- "8. A distinct department of the State Government, having charge of all educational matters, and which shall be directly responsible to the people for the exercise of its powers.
- "4. A system of supervision suited to the different grades of schools, which shall be thorough, just, and impartial, equalizing education, and awakening the people to its importance.
- "5. A well digested system of Public Libraries, bringing the treasures of science and literature within the reach of every child in the
- "All these various departments of education should be thoroughly imbued with the true spirit of progress, leading them to the discovery of still other and better methods of instruction, and the practice of that enlightened electicism which adopts truth, from whatever source it may be derived.
- "Judging our State system of education by the standard here presented, we shall find it faulty,
  "1. In its general aims and objects.
- "2. In the methods of raising and distributing money for the support of schools.
- "8. In the want of a proper system of graded schools, and especially in the want of higher schools, for the attaining of an advanced education.
- "4. In the antagenism which has naturally and unavoidably grown up between the two entirely different systems fostered by the State.
- "5. In the want of a sufficient supply of properly managed Normal Schools, and in the refusal to extend aid to Teachers' Institutes.
- "6. In having the school department so involved with other matters of State policy, as to become of secondary importance.
- "7. In supporting a system of supervision totally inadequate to accomplish its purposes and wants."

AMERICAN OPINIONS ON THE SYSTEM AND PROGRESS OF POPULAR EDUCATION IN UPPER CANADA.

The disposition on the part of many persons in Upper Canada to depreciate their own country and its institutions, has been, and still is to some extent, a most serious impediment to its advancement. This disposition has shown itself more prominently in regard to our schools and school system, than in any other department of

our political and social economy. This disposition, without inquiry, and without regard to facts, denounces everything Canadian and lauds everything American. Our American neighbours have more patriotism and wisdom than to become the indiscriminate calumniators of their own country, and the blind eulogists of other countries. We see much to admire and imitate in the conduct and exertions of our American neighbours, and their hearty patriotism is not among the least of their virtues; but we have also more to be proud than ashamed of in regard to our own country-more to encourage than dishearten us in regard to the most recent of all our public departments, that of Common Schools.

It may be appropriate and useful to give the opinions which our American co-educationists have expressed in relation to the character and progress of our school system, after having examined its provisions and statistical developements. The two last Annual School Reports for Upper Canada (containing the School law and regulations) have been sent to several educational periodicals in the United States, and from the notices in those periodicals the following extracts are made.

From the Journal of Education for the State of Maine, of the 1st of January:-

"We are happy to acknowledge the receipt of the Annual Report of Rev. Dr. Ryerson, the Chief Superintendent of Public Schools in Upper Canada, for the year 1851, just issued from the Education office

at Toronto.

"It is a voluminous document, and embraces a large amount of statistical and other information relative to the educational interests of that

province during the last year.

"It is drawn up with great care, and presents a very gratifying view of the onward progress of the public schools, and the prosperity that has crowned the labors of the year. We have derived great satisfaction from the perusal of it, and are gratified with the liberal views presented on the several topics discussed in it.

The average length of schools in 1851, is 10 months and 20 days being an average increase of 25 days, or about one-twelfth, on the

average time of the preceeding year.

"The amount of tuition per scholar, if our deductions are correct, is **\$**2.85.

"In comparing these last two statistical facts with the corresponding ones in our own State it will be perceived that our Canadian neighbors

are far in advance of us in making provision for educational purposes.

"The average length of schools in Maine for the year ending April 1st, 1851, was 18.8 weeks; and the amount of money raised from all sources and expended the same year, was only \$1.35 per scholar. We evidently suffer very much by the comparison; and such rigid economy, to call it no other name, but illy comports with the enlightened policy that should characterize the public measures of 'free and independent

"The Report contains several other points of interest to which we shall take occasion to advert hereafter.

The Ohio Journal of Education for December remarks as follows respecting the U. C. School Report for 1851:-

"This is a document of 876 quarto pages, forming one of the most complete and definite Reports of the kind ever published in America. The number of School districts reported is, 8,407; children of school age, 259,258, of whom 151,891 attended school; Teachers employed, 3,476, of whom 2,697 were males, and 779 females; the sum paid for Teachers' salaries, was £88,499, for the erection and repairs of school houses, £14,189, total £102,619, or more than \$400,000. An appropriation of \$60,000 was made for a Normal school, for which a noble building has been erected; and the department, with the Normal school attached to it, is accomplishing the work for which it is intended. Teachers are rapidly improving, and every effort is made to secure, as soon as practicable, an accurate classification of the schools in all the towns and larger districts."

The Ohio Journal of Education for January, concludes its notice of the U. C. School Report for 1851, in the following words :-

"We most heartily wish that every citizen of Ohio could read this Report; there might then be some hope that we should be stimulated to secure, for our own sake, a school system of similar



# COUNTY SCHOOL CONVENTIONS—AN EXCELLENT SUGGESTION.

We are happy to hear of the success and even enthusiasm which attends the County School Conventions, now being held in different parts of Upper Canada, by the Chief Superintendent of Schools. The following admirable suggestion, contained in a letter from "A Local Superintendent," to the Editor of the Western Progress of the 27th ultimo, if acted upon in each place, yet to be visited, will greatly contribute to promote the important objects contemplated by this official visit of the Chief Superintendent to the different Counties. A "Local Superintendent" observes that "as the time which the Chief Superintendent can spare with us is very limited, and must needs be husbanded to the best advantage, it is proposed that all persons having questions or suggestions to submit, shall meet at the Court House, on the day of visit, at ten o'clock, A.M., to compare notes with each other, to condense, as much as possible, the business of the day, by suppressing duplicates, and, generally, aiming to abridge the proceedings."

We hope that the Local Superintendents, generally, will endeavour to publish the notice of the Chief Superintendent's visit to their County, as widely as possible, and that the Local Superintendents, at or near the town in which the County School Convention is advertised to be held, will make the necessary arrangements as to the place of holding the Convention, and to give public notice of the same, and otherwise facilitate the objects which the Chief Superintendent has in view. The County Conventions yet to be held are as follows:—

COUNTIES.	TOWNS.	DAYS.	DA	TES.
York and Peel	.Toronto	WednesdayF	eb.	16.
Simcoe			44	18.
Ontario	.Whitby	Wednesday.	66	28.
Northumberland and Durham			66	25.
Hastings	. Belleville	Saturday	"	26.
Prince Edward	.Picton	Monday	"	28.
Lennox and Addington	.Napanee	TuesdayM	ar.	ı.
Frontenac	.Kingston	Wednesday.	"	2.
Leeds	.Brockville	Friday	"	4.
Lanark and Renfrew	.Perth	Saturday	66	5.
Carleton	.Bytown	Tuesday	44	8.
Grenville	.Kemptville	Wednesday.	46	9.
Dundas	.Matilda	Thursday	"	10.
Stormont and Glengarry	.Cornwall	Saturday	66	12.
Prescott and Russell	L'Orignal	Tuesday	66	15.

### FREE SCHOOL ELECTIONS.

FREE SCHOOL ELECTION CONTEST IN THE TOWN OF SIMCOE, COUNTY OF NORFOLK. — Extract of a private letter, duted Simcoe, 14th Jan. 1853 .- " A few determined opponents of the Free Schools in this town, seeing that the Board of Trustees was leaning strongly to that system, got up quite an excitement on the subject; and it was generally understood that at the annual meeting a vote of want of confidence would be passed, and that if the Trustees would all resign, men opposed to free schools would be elected by at least three to one. The Trustees accepted the challenge; and on Wednesday, after some excellent addresses from the advocates of free schools, a free school ticket was nominated, and opposed by a ticket adverse to the principle. The election continued until 4 o'clock, p.m., of Thursday (second day), and the result was that the whole free school ticket (six Trustees) was elected. Mr. William M. Wilson headed the free school ticket. Much interest was excited, and great influence used."

School Election and Schools in the incorporated Village of Paris, County of Brant. — Extract from a letter dated Paris, 12th Jan., 1853.—"The people of Paris are at this time very much interested in the education of their children.

and have this day, by an overwhelming majority, decided to make the schools within the Corporation FREE. The proficiency that the children are making in the acquisition of knowledge is great. No pains are spared by the efficient teachers to advance them in learning. For the enlightenment of the rising generation here, the prospects are most flattering."

FREE SCHOOLS IN THE COUNTY OF VICTORIA.—The Local Superintendent of this county writes as follows:—"I have much pleasure in having it in my power to state, that two-thirds of the reports of proceedings at the annual meetings for this year, as received to this date, report the unanimous adoption of the Free School system. Another healthy feature in the scholastic affairs of this county, is the desire to pay teachers remunerating wages in future. "Good salaries and good teachers" is fast becoming the ruling maxim of the people, and the increase of this desire during the past year is pleasing. I have no hesitation in saying, much of this is attributable to the Journal of Education."

From local papers we select the following items relating to some additional free school elections in various parts of Upper Canada:

The Galt Reporter states that at a meeting of the inhabitants of the School Section, No. 15, Ayr, on Wednesday last, it was decided by a large majority that the Free School system should be adopted.

Noble Generosity in the Free School Ratepayers of PARIS.—The Paris Star reports that at the annual meeting for the election of School Trustees, the question of the day was on Free Schools. After some considerable discussion, Messrs. Moore and Montgomery were re-elected upon the understanding that they would vote for free schools at the Board. During the discussion, Mr. Capron proposed that something should be done to clothe a number of poor children, to enable them to enjoy the blessings of free schools. After the school meeting had concluded, the company resolved themselves into another meeting, H. Capron, Esq., in the chair. Moved and seconded, that the secretary make out from the assessment roll, the amount each person assessed, should contribute at 1d. per pound; and that a committee should be appointed to collect such amount for the above purpose. Moved and seconded, that a committee be appointed to collect the assessment, and distribute suitable clothing among the poor children of the place. The amount that is expected to be raised by this means is about £30. The committee are actively making the collection, and the whole amount is expected to be gathered and distributed during this week. Thus the people of Paris have set an example to the whole Province—giving all her children Free Schools—and that none shall miss the boon, is also willing to clothe those who are unable to do so themselves. We say to every municipality in Canada, "go thou and do likewise."

The Bathurst Courier states that at the election of School Trustees for the town of Perth, held on Wednesday last, there was not over a dozen persons present, and the old trustees were returned without a poll. The Free School system may now be considered as established in Perth.

From the *Port Hope Watchman* of the 4th inst., we learn that at a recent public meeting resolutions in favor of Free Schools were passed with great enthusiasm.

The Brockville Recorder states that the annual public school meeting was held yesterday, but as few persons were aware of it, little or no publicity being given to it, the meeting was thinly attended. A resolution was carried in favor of Free Schools—although inconsistent with the present state of school accommodation.



The Huron Signal reports-On Saturday, the 15th ultimo, a public meeting was held at the School-house in the town of Goderich, to decide the manner in which the school expenses of the said town should be provided for during the year. His Worship the Mayor presided. It was moved by Mr. Crabb, that the schools should not be free; when it was moved in amendment by Mr. Wallace and seconded-That the schools should be free, and the funds necessary for their support raised by general tax. Mr. Wallace spoke to the amendment, and remarked that the general attendance had fallen off in the male school, while the attendance at the grammar school had much increased, although the fees paid quarterly at the same, were from 15s. to 20s.; his arguments were also very conclusive in favor of Free Schools. The object of the speaker's remarks were that the schools should be free, and that the services of good and efficient teachers should be obtained. Mr. D. Watson spoke favorably of free schools, as also did Mr. Story and others. It is an evidence of the advance of free school principles that Mr. Watson, who this year favored, was last year one of the three individuals who opposed free schools. The question was then put, and free schools were triumphant, the vote being 30 for and 11 against them.

In reference to Free Schools in Dundas the Warder writes:-"During last winter the writer had occasion to visit each house and shanty within the corporation limits. He was amazed to find so many children idling about their homes, and made enquiries as to the cause. Two cardinal difficulties were urged by the parents-sometimes one, and sometimes the other. The one was that they lived too far off, the other, that they could not afford to pay the rates. To excuse such as these, little can be said,—with respect to a man's ability to pay for the education of his children, it must be admitted that he is likely to be the best judge. We know-every body knows—that this excuse is often a specious one, even at the very time we are compelled to accept it as valid. There is only one way to get round it, and that is to remove it altogether. We are disposed to think that a public tax for education can only be justified on grounds of expediency. It has been declared and acknowledged, then, to be expedient to provide for at least a portion of the expenses of public education, by a direct tax, and from observatron and reflection, we have arrived at the conclusion that it is still more expedient to do it altogether, and thus secure a common school education to all—FREE!"

A correspondent of the Carleton-Place Herald thus writes:-"Permit me to give publicity to a few facts which bear upon the question of Free Schools, and which happened under my own personal observation. I will confine myself to the happy result produced by the system of Free Schools in this section, since its adoption in 1851; and leave the facts to speak for themselves. I may mention, that I have been immediately connected with the Common School of this Section, since first it had existence, in 1838, I have taught under every School Act, passed since that time; this being the case, I had ample opportunity of observing the progress made by education, and the extent to which the inhabitants interested themselves in the school. A division of opinion in 1843, regarding the site of a new school-house, prevented that attention being paid to the school, which would ensure success. This state of things continued to mar the progress of education in the section. school-house was uncomfortably small, insufficiently lighted, and I may say, totally unfurnished. Out of a population of 100 schoolgoing-children, but from 18 to 25 regularly attended; I held a quarterly examination in the fall of 1849, at which only 14 pupils were present. Things continued thus till Dr. Ryerson's present School Act made its appearance. The freeholders and householders in the section immediately acted upon its provisions, and adopted the Free School system. During the first year of its operation, the number of pupils on the roll was 77, that in regular attendance, 52. In 1852, being the second year in which we had the Free School, the number on the roll was 126, the average attendance, 70."

At the annual meeting on the 12th inst., it was unanimously agreed, to throw the school-house door open for another year to all the children in the section. This was not done by a show of hands, as might reasonably be expected; but unanimously, and in the most kindly feeling. The following resolution was also passed,--- 'Resolved, That the progress made by the pupils of this school, since the adoption of the Free School system, is viewed by this meeting with delight; and we feel proud to say, that the number registered, the number in the higher branches, and the general proficiency, of the pupils, compare favorably with any Common School in the oldest and most wealthy Townships in the United Counties of Lanark and Renfrew." In conclusion, I beg to state, that among the most sanguine supporters of the Free School in this place, are a few of those whose property is the most valuable, and consequently will contribute largely to its support; the most zealous of these pays one-sixth of the school tax levied in the section; werily the rising generation may "call him blessed."

# COMPARATIVE EXPENSE OF, AND ATTENDANCE AT, CANADIAN AND AMERICAN SCHOOLS.

From the Hastings Chronicle of the 30th December, we learn that much interest was exhibited by the public at the recent school examinations at Belleville—a report of which we give in another page of the Journal. Various addresses were delivered by the Mayor, the Warden of the County, Dr. Hope and the Rev. Mr. Gregg. From Dr. Hope's address we select the following valuable and interesting statistics, remarking that the result is highly creditable to Belleville:—

"Dr. Hope said that he had so often on former occasions expressed his satisfaction at the manner in which not only this but all our public Schools have been conducted during the year now ending, that should he say anything on this head, it must necessarily be a repetition of what they had already heard; he would therefore confine the few remarks he might make to a comparison of our schools with those of a similar class in towns and cities in the U. States, where they had been in successful operation for a number of years. He said it would be remembered that at one time fears were entertained that should public schools be established in this country, they would not be patronised by the mass of the community as they were in the U. States. By the kindness of an American gentleman who recently visited our Schools, he was enabled to compare the attendance and expense of the public schools in 16 towns and cities in the United States, and it would be observed that they were those most celebrated for their successful efforts in the promotion of education. He then gave the following statement :-

Names.	Number of Children of School Age.	Registered attend-	Ratio of expense of education on registered attendance—without expense of School property.	With interest on School property d- ded.
Boston, Mass,	24,275	21,678	\$11.07c	٠.
New York,	114,571	108,906	2.52	bot.
Brooklyn,	24,482	8,081	6.41	or st
Buffalo,	11,997	10,418	8.66	ಕ್ಷಿತ
Syracuse,	4,879	8,200	4.40	at a
Hartford, Conn.,	8,000	2,000	9.50	1.3
Columbus, Ohio,	8,009	1,650	5.45	he est
Hudson,	1,450	961	8.74	is et
Providence, R. I.,.	8,074	6,704	6.57	¥ 5
Baltimore, S. C.,	88,000	7,090	10.07	<b>6</b> 5
Salem, Mass.,	8,926	2,960	8.146	66
Bangor, Me.,	4,896	3,322	3.82	5 5
Lancaster, Penn,	2,288	1,837	5.57	5 t
Philadelphia,	33,000	7,093	10.50	Not known whether interest School property is estimated or
Lynn, Mass.	2,794	unknown	4.31	
Rochester, N.Y.,	9,567	6,000	8.10	6.26
Belleville, C.W.,	1,200	1,850	1.78	2.06

"Although the above statement showed that in regard to attendance and expense, Belleville was in advance of any of the towns and cities mentioned, the idea was not intended to be conveyed that we were in advance of them in education,—far from it. The truth is, the length of time they have had the system in operation has created a desire for higher attainments than the common school offers. He said that although the average price paid for scholars taught in the public schools in the United States was very high, compared with that of Belleville, yet it was much lower than that charged at their private schools.

9,04

\$15,20

Showing a difference in favour of public schools of..... \$6,16 These facts he considered would be highly gratifying to those who took an interest in the cause of education. He said that as the facts given in the above table might appear to conflict with a statement which he made at the last examination in regard to the cost of each pupil under the Free system,—that statement only gave the number of children attending our Free Sshools, and the expense of their education for the Quarter, and did not include the Roman Catholic school. This statement includes all the children on the school registers for the year just ending; and if these facts were taken into consideration, the two statements would be found correct.

"At the conclusion of the Warden's remarks he announced that the parents and others, as a mark of respect to Mr. Newbery as a teacher, had authorised him to say that he would be presented with £25, as a supplement to his present salary; this announcement was received with cheers by the boys."

### ANNUAL SCHOOL REPORTS FOR 1852.

It is earnestly requested of Local Superintendents that they will transmit their School Reports for last year, to the Education Office, with as little delay as possible—before the 1st of March, if practicable,-in order that the Statistics of the Chief Superintendent's Annual Report may be completed, and the Report laid before Parliament, before the prorogation of the adjourned session, which may take place some time in April next. If the several Corporations of Trustees do not report at the date required by law, the 4th proviso in the 2nd section of the Supplementary School Act, 16 Victoria, chapter 23, authorizes the Local Superintendent to fine the individual members of that Corporation one pound five shillings per week, for such neglect,—so that the delays heretofore experienced by the Trustees neglecting to report, are effectually provided against. Such reports, however, are only to furnish data to the Local Superintendent to prepare his own, in accordance with the General Instructions,—he being, as a general rule, more competent to understand the object and manner of systematizing the reports, than the Trustees.

A Local Superintendent enquires:—"Whether does the 'Total amount paid Teacher for 1852,' mean the amount the Teacher earned during the year 1852, or the sum actually paid him by the Trustees, up to the end of that year?" We answer:—The amount the Teacher earned, or the value of his services for the year,—so that the Financial Report may exhibit a statement of the actual amount of money which would complete the payment of Teachers' salaries, up to the 31st of December.

With reference to the columns for Balances in the Trustees' reports, we would state, that the first column was designed to show the amount of money, which, together with the sums already paid the Teacher, would make up his salary for services rendered during the year—whether such amount was levied or not; and the second

column to show the amount of balances which the Trustees might have in hand, or available, after paying the Teacher in full. In the Superintendent's Report, however, the latter—the "Balance not required for Teucher's salary"—only, should appear.

Local Superintendents will be particular to fill and add up each column, and make the averages of Annual Salaries and Time Open, otherwise it will be necessary to return the reports with a reference to the number of the Instruction on the blank report neglected to be observed.

Wherever any omissions or inaccuracies occur in the Trustees' reports, the local Superintendent will he able, from his own local knowledge and experience, and the notes taken during his visitations, to correct them, or approximate the truth—with a note to that effect,—so that the school statistics of the last year may be more full and complete than any heretofore collected.

The Boards of School Trustees in the several Municipalities below named, have not, at this date (10th February) transmitted their Annual Report for 1852, due at the Education Office on the 15th of January last:—

CITI <b>ES.</b>	TOWNS.	VILLAGES.
Toronto,	Peterborough,	Chippewa,
Kingston.	Picton,	Richmond,
<b>~</b>	Prescott.	St. Thomas,
TOWNS.	_	Thorold.
Belleville.	TOWN MUNICIPALITIES.	
Bytown.	Amherstburgh,	
Cornwall,	Perth,	-
Dundas,	Woodstock.	
Goderich,		

### TO CERTAIN LOCAL SUPERINTENDENTS.

No reply has yet been received at the Education Office from the local Superintendents of the following municipalities, to the Circular of the Chief Superintendent of Schools, published in the Journal of Education for November 1852—three months since. Such continued neglect on the part of these Superintendents, necessarily prevents Trustees from enjoying the advantages conferred upon them by the circulation of the Journal, free of charge, to the section. We regret to have a second time to publish the following list, viz:—

Matilda.
Williamsburgh.
Lochiel.
Caledonia.
Hawkesbury, East.
Plantagenet, North.
Plantagenet South.
Torbolton.
Lieds & Lansdown, rear
Edwardsburgh.
South Gower.
Oxford (co. Greaville.)
Wolf Island.
Richmond (co. Lennox)

Finch.

Ernestown. Marmora. Rawdon. Hallowell. Hillier. Alnwick. South Mo nagan. North Monaghan. Ennismore. Ancaster. Barton. Glandford. Flamboro' West Wainfleet. Charlotteville. Walsingham.

Nissouri, East.
Oxford, West.
Waterloo.
Wellesley (English)
Adelaide.
Malahide.
Southwold.
Westminster.
Chatham.
Dover, East.
Dover, West.
Harwich.
Tilbury, East.
Colchester.
Gosfield.
Maidstone.

# ADVANTAGES OF THE JOURNAL OF EDUCATION TO SCHOOL OFFICERS.

The Local Superintendent of Schools in the Township of Murray states:—"I am much pleased with the arrangement made to supply every School Section with a Register and a copy of the Journal of Education. They were much needed, as it was almost impossible for the Trustees in some sections to make anything like a correct report, for want of proper facilities for registering the

attendance of pupils; and I think that by means of the circulation of the *Journal*, the labours of the Local Superintendents will be greatly diminished, as it will give that information on School matters and on the School Act, which could otherwise only be obtained from the Superintendent."

The Local Superintendent of Clinton says:—"I thank you in behalf of the whole interests of Education in this Township, for your unceasing enterprise and talented and efficient labours in this noble cause, and for the excellent plan of furnishing the Report, (which I esteem invaluable) and the Journal of Education to each section. May the blessing of God be upon you, and prosperity attend you."

## Miscellaneous.

### TO A CHILD IN PRAYER.

Fold thy little hands in prayer,
Bow down at thy mother's knee;
Now thy sunny face is fair,
Shining through thy golden hair,
Thine eyes are passion—free;
And pleasant thoughts, like garlands, bind thee
Unto thy home, yet grief may find thee—
Then pray, child pray!

Now thy young heart, like a bird,
Singeth in its Summer nest;
No evil thought, no unkind word,
No chilling Autumn wind hath stirred,
The beauty of thy rest.
But winter cometh, and decay,
Shall waste thy verdant home away—
Then pray, child, pray!

Thy bosom is a house of glee,
And Gladness harpeth at the door;
While ever with a joyful shout,
Hope, the May-Queen, danceth out,
Her lips with music running o'er!
But Time those strings of joy will sever,
And Hope will not dance on for ever—
Then pray, child pray!

Now thy mother's voice abideth,
Round thy pillow in the night;
And loving feet creep to thy bed,
And o'er thy quiet face is shed,
The taper's sudden light:
But that sweet voice will fade away;
By thee no more those feet will stay—
Then pray, child, pray!

Conversations at Cambridge.

### WHAT WILL RUIN CHILDREN.

To have the parents exercise partiality. This practice is lamentably prevalent. The first born or last, the only son or daughter, the beauty or wit of the household, is too commonly set apart—Joseph-like.

To be frequently put out of temper. A child ought to be spared, as

To be frequently put out of temper. A child ought to be spared, as far as possible, all just causes of irritation; and never to be punished

for doing wrong, by taunts, cuffs, or ridicule.

To be suffered to go uncorrected to-day in the very thing for which chastisement was inflicted yesterday. With as much reason might a watch which should be wound back half the time, be expected to run well, as a child, thus trained, to become possessed of an estimable character.

To be corrected for accidental faults with as much severity as though they were done intentionally.

The child who does ill when he meant to do well, merits pity not upbraiding. The disappointment of its young projector, attendant on the disastrous failure of any little enterprise, is of itself sufficient punishment, even where the result was brought about by carelessness. To add more is as cruel as it is hurtful.

Parents who give a child to understand that he is a burden to them need not be surprised, should they one day be given to understand that they are burdensome to him.

### THE YOUNG MAN'S LEISURE.

Young men! after the duties of the day are over, how do you spend your evenings? When business is dull, and leaves at your disposal many unoccupied hours, what disposition do you make of them? I bave known, and now know, many young men, who, if they devoted to any scientific, or literary, or professional pursuits, the time they spend in games of chance, and lounging in bed, and in idle company, might rise to any opinions. might rise to any eminence. You have all read of the sexton's son, who became a fine astronomer by spending a short time every evening in gazing at the stars, after ringing the bell for nine o'clock. Sir Wm. Phips, who, at the age of forty-five, had attained the order of knighthood, and the office of high sheriff of New England, and governor of Massachusetts, learned to read and write after his eighteenth year of a ship-carpenter in Boston. William Gifford, the great editor of the Quarterly, was an apprentice to a shoemaker, and spent his leisure hours in study. And because he had neither pen nor paper, slate nor pencil, wrought out his problems on smooth leather with a blunt awl. David Rittenhouse, the American astronomer, when a ploughboy, was observed to have covered his plough and fences with figures and calculations. James Ferguson, the great Scotch astronomer, learned to read by himself, and mastered the elements of astronomy, while a shepherd's boy, in the fields by night. And perhaps it is not too much to say, that if the hours wasted in idle company, in vain conversation, at the tavern, were only spent in the pursuit of useful knowledge, the dullest apprentice in any of our shops might become an intelligent member of society, and a fit person for most of our civil offices.—By such a course the rough covering of many a youth is laid aside, and their ideas, instead of being confined to local subjects and professional technicalities, might range throughout the wide fields of creation; and other stars from the young men of this city might be added to the list of worthies that is gilding our country with bright and mellow light—

Rep. To Manager. Rev. Dr. Murray.

### GREAT PUBLIC VIRTUE OF THE DUKE OF WELLINGTON.

Extract from the Speech of Lord Brougham in the House of Lords:—"His was not the merit of genius merely, but that which I place first and foremost in his great character, and that which is worthy of being held up for the imitation, as well as for the admiration of mankind—I mean his great public virtue—his constant self-denial, the abnegation of all selfish feelings, and his never once during his whole illustrious career suffering any bias of passion, or of personal feeling, or of party feeling, for one instant to interfere with that strict, and rigorous, and constant discharge of his duty, in whatever station he might be called upon to perform it. From whence I have a right to say that his public virtue is even more to be reverenced than his genius and fortune to be admired. My Lords, we are now grieving over his irreparable loss. May Heaven, in its great mercy, forbid that we should ever see the times when we should yet more sensibly feel it!"

### LOVE OF THE BEAUTIFUL.

Women have a much nicer sense of the beautiful than men. They are by far the safer umpires in matters of propriety and grace. A mere school-girl will be thinking and writing about the beauty of birds and fllowers, while her brother is robbing the nests and destroying the flowers. Herein is a great natural law, that the sexes have their relative excellencies and deficiencies, in the harmonious union of which lies all the wealth of domestic happiness. There is no better test of moral excellence, ordinarily, than the keenness of one's senses, and the depth of one's love of all that is beautiful.

### HOW TO MAKE CHILDREN READ SLOWLY.

The following plan for checking the speed of those pupils who have acquired the habit of reading by the page against time, has the recommendation of having been successful:—

Ask the pupil to look at as many words as, from their connection, he thinks it desirable to speak without a pause; then ask him to look from the book to you and speak them. After this, let him look on the page for the next phrase, or proposition, or so much as should be spoken without any pause, and again look up to you and speak it. Continue this through the paragraph; and then let the pupil read the same from the book, taking care to make the same pauses as before. The habit will be broken up before many days have passed.

Most persons have observed that, in animated speech, the speaker enunciates at once and with considerable rapidity, so much as the mind well receives at once; after which follows a pause more or less protracted, according to the importance of what has been uttered. The method we have spoken of above, no doubt originated from observing this fact.



# Educationul Intelligence.

### CANADA.

#### MONTHLY SUMMARY.

At a recent meeting of the convocation of the University of Toronto, the Hon. Christopher R. Widmer, M. D., was chosen Chancellor. At a former meeting, Professor Croft, D. C. L., was re-elected Vice-Chancellor, and Adam Crooks, Esquire, B. C. L., elected Pro Vice Chancellor, for the ensuing year. -In a recent address on the "Prosperity of Canada," by J. McDougall Esq. of Montreal, we find the following reference to the promotion of Education in Upper Canada:-"2nd. Common schools are flourishing. All property that is merely material rests upon a miserably insecure foundation, unless there be intellect to mould and perpetuate it. It passes away as rapidly as the dinner of roast beef and plum pudding with which a crowd of ignorant and idle paupers are fed once in a long while; but the prosperity which rests on intellect, ingennity, enterprise and industry, is secure against all changes; for it causes at once to adapt themselves to any altered circumstances. And such elements of prosperity are not to be secured without general education, such as is now being rapidly introduced into Canada, Dr. Ryerson's labors are building up an imperishable prosperity for Cauada. An excellent Address on Education, delivered by Lewis Chipman, Esq., local superintendent of Burgess, &c., appears in two numbers of the Brockville Recorder. We make some extracts in another page. The Rev. J. G. Macgregor has been appointed master of the Elora Grammar School; and Mr. J. McLean Bell, who recently had it in charge, has obtained the situation of master to a Grammar School at Trenton, on the Bay of Quinté.

### SCHOOL EXAMINATIONS.

The Huron Signal thus refers to the recent examination of the Public School, at Goderich, kept by Miss Morrison, formerly of the Normal School. We had the pleasure of being present, and a more gratifying exhibition of the kind it has never been our lot to witness. The examination was confined to Geography—the Gography of Canada East and West—and although the Maps were only furnished a short time ago, and lessons limited to twice a week, the dexterity with which, even some of the youngest pupils pointed out on the map the different Cities, Towns and Incorporated Villages, and the promptness with which they answered questions touching the Municipal organization and boundaries of the several Counties, was truly astonishing, and their manner of doing so convinced us, that this knowledge had not been forced upon them as an irksome task, but by a method which had captivated their young imaginations, and enlisted all their energies. The eager and delighted gaze with which they watched every motion of the Teacher, and listened for the next question, showed that the task was as delightful to the scholars as their instructor.—The Oshawa Freeman thus speaks of the examination of the school in that villlage, kept by Mr Chesnutt:-"It was pleasing to witness the interest manifested in the examination by some of the principle men of the Village-amongst whom were Mr. Burns, the Post Master, and Mr. Gibbs, the Reeve. These gentlemen, with several others, gave proof, by their presence every day that they are not indifferent to the education of the youth of our village. Parents and those interested should make it their business to attend such examinations. This course would not only stimulate the scholars to exert themselves to pass with credit—but the teachers would be compelled to adopt a proper system of training preparatory to such examinations. At an intermission, during the exercises, young Lockhart, on behalf of the school presented Mr. Chesnutt with a neatly bound and gilt Family Bible, as a token of their appreciation of his untiring efforts for their advancement in the several branches in which they were engaged." -The Port Hope Watchman states that the public examination of the Common Schools of this Town, took place on the 22nd, 23d, and 24th, ultimo. We were present at the examination of School No. 1, taught by Mr. Thomas Watson, and was well pleased with the manner in which it passed off. The pupils generally, acquitted themselves very satisfactorily, when examined in the ordinary branches. This is a large school, but a most miserable schoolhouse. The number of names entered on the Register during the past year was 150, and the average attendance for the year, 61. --- The Western Planet thus speaks of the recent school examination in Chatham, "the first thing calculated to strike the spectator was the evident competency of the teachers, who shewed in the manner in which they treated the various subjects of exercise, that were brought forward, that they are duly accomplished in what they profess to teach, while the accuracy of the answers generally which their questions elicited attested their diligence, and the efficiency of their

mode of teaching. The demeanour of the pupils indicated a proper state of discipline. And it was gratifying to observe how decidedly the teachers shewed that they were duly animated with the spirit of their profession. All appearances concurred to shew that this School is in a flourishing condition. As a proof of the good feeling mutually cherished by teachers and pupils, a tea party was given on Wednesday last, by the girls, to which the Trustees and a select number of guests were invited. The entertainment provided for the occasion was all that could be wished, and appearances warrant us to say that it was really an entertainment to all who were present. As we deem the state of education a subject of public interest, we may add that the School Section No. 9, of Harwich, under the management of Mr. John Coutts, was examined on the 30th ultimo, and that this School is also taught in a very efficient manner. — The Hasting's Chronicle thus reports the result of the recent school examinations in Belleville :-- "On the 20th inst. Mr. Carleton's school was examined, and from what we can learn the pupils gave great satisfaction, those present expressing themselves highly pleased. The average attendance of pupils is about 80. Mr. Steele's School was examined on the 21st, when the pupils, we are happy to say, displayed attainments highly creditable to their teacher. A good number were present. The contest for Dr. Hope's prize in Physiology was exceedingly interesting, and we regret being unable to give the name of the successful candidate. The average number of pupils in attendance is 100. On the 22nd, we had the pleasure for a short time of witnessing the examination of Mr. Lynch's school. The proficiency displayed by his pupils fully sustained his character as a first class Teacher. The contest here for Dr. Hope's prize was also kept up with a great deal of spirit, and was listened to by the visitors with much interest. Addresses were delivered by Rev. Messrs. Gregg and Reynolds, A. Burdon, and Asa Yeomans, Esq. Miss Catherine Horan gained Dr. Hope's prize, but Michael Sinnott, Timothy Donoghue and Horace Redner, gave such satisfactory answers on the subject of Physiology, that two or three gentlemen present contributed a sufficient sum, for the purchase of a prize for each. The number of scholars at this school is 100. On Thursday the 23rd inst., Mr. Newbery's school was examined, and we had much pleasure in witnessing the proficiency displayed by the pupils in the various branches of study; those who attended the previous examination must observe the great improvement made. The orderly manner in which the children conducted themselves was alike creditable to the teacher and pupils. Addresses were delivered by His Worship the Mayor, G. Benjamin and B. F. Davy Esqs., Dr. Hope, and Mr. Burdon; all of these gentlemen expressed themselves highly gratified with the proceedings. The number of pupils attending this School is 228; number registered during the year, 858; average attendance last quarter, 196, being three times the number of the first quarter .-Dempsey's school examination was creditable to both the teacher and scholars. The average attendance of children is 120."

SCHOOL CELEBRATION IN St. THOMAS .- "A parent" thus writes to the London Prototype. "An interesting event occurred in our village, on Christmas eve. The scholars that have been attending school, under the charge of Mr. and Mrs. Crane, for the last three years, met at the Baptist chapel, which was decorated with wreaths of evergreens, and richly adorned with flowers, together with an arch, covering a large platform. all of which had been prepared for the occasion, to make a presentation of an address, accompanied with \$20 worth of valuable presents to Mr. and Mrs. Crane their fondly cherished teachers. The address was a rich treat, and occupied about twenty-five minutes in its delivery. It was responded to by the teacher, in a very appropriate and affecting reply, of forty minutes long. Fourteen essays were read by the young ladies, and twelve declamations given by the young gentlemen all of which came off with great approbation. A short address from J. McKay, Esq., was also made, accompanied with a couple of prizes to two of the pupils who made the greatest proficiency in their studies, together with having sustained the best conduct for the last six months. This was very interesting, and truly affecting, as the two successful candidates were, a fatherless girl of eight years of age, and a motherless boy of twelve. Several of the citizens participated iu making many very interesting and appropriate remarks. At a late hour, after so rich an entertainment, the large concourse was dismissed by the Rev. D. W. Rowland pronouncing the benediction. Never was the love of pupils manifested in a more appropriate manner to their teachers, than on this occasion. Amongst the gifts of the esteem of the pupils I observed Webster's large, unabridged dictionary, and various other volumes of the choicest selections of reading matter, from the best of authors. Such tokens of respect and attachment between pupils and their teachers, speak volumes in favor of the services of the latter, and in praise to the pupils for their appreciation of the valuable and meritorious labors of their instructors."



### NEW BRUNSWICK.

WESLEYAN ACADEMY, MOUNT ALISON, SACKVILLE.—From an account of the recent examination of this institution, furnished to the Halifax Wesley-on by the Rev. Principal, we learn that the number of students in attendance during the term has been considerably greater than the corresponding one of any previous year. The total number of names on the school lists is ninety-eight.—Courier.

### BRITISH GUIANA.

From the following extract of a letter to a London paper, it will be seen that the American and Canadian systems of national education are extending to another of the colonies of England:

"An 'Education Bill,' prepared by a majority of the Commissioners of Education, has been laid before the Court of Policy, and read a first time. It is proposed that the entire scheme shall be put under a 'Board of Council,' and 'Local Boards and Trustees,' in the country districts oft he colony, and that it shall be supported by assessment on all houses, a poll tax of 8s. 4d., on every male above the age of twenty-one, and by payments from the proprietary body of a like amount for every indentured labourer."

### BRITISH AND FOREIGN.

MONTHLY SUMMARY.

Efforts are being made to secure a representation in parliament for the University of London-The decision of the Pope respecting the Queen's Colleges in Ireland has, at length, been received. Ecclesiastics are prohibited from having any connection with the colleges, but the laity are not forbidden to attend them. The Chair of Philosophy in the University of Paris, which M. Cousin made, it is not too much to say, one of the most renowned in Europe, has been suppressed by Emperor Bonaparte: and that of French eloquence, filled with great distinction by M. Villemain, has been given to M. Nisard. These two gentlemen, it will be remembered, resigned their chairs after the coup d'état. --- Cheltenham bids fair to take the lead among English provincial towns in educational activity and effort. Besides the well known training school for teachers, where at present there are 160 students, and about 50 pupil apprentices, the town has a proprietary school, surpassed by few in the kingdom, where 600 boys of the upper classes are educated, and for the middle classes there is an excellent grammar school. Following the fashion of the day, which, in this instance, is turned to useful purposes, steps have been taken by the people of Cheltenham to establish a school of design and of ornamental art. At a large and influential meeting, in December, Lord Ward remarked that the chief object contemplated was a drawing school, which was the plain English of the words école de dessein, which had by blundering mistranslation been turned into a "school of design." In a cultivated state of society, he considered elementary instruction in drawing to be a desirable part of education, as well as reading and writing. --- The number of students in the University of Oxford is 1,800, a less number than that attending the Dublin University. The revenues of the University are estimated at \$800,000 per annum. Connected with the University are 540 fellows, or graduates, who draw salaries or allowances from the university funds, to the amount of \$500,000 per annum. The Gold Medal given annually by his Royal Highness Prince Albert, as Chancellor of the University of Cambridge, for the encouragement of English poetry, is to be given to the resident undergraduate who shall compose the best poem on Walmer Castle.

THE DUBLIN UNIVERSITY presents to the scholar no common attractions in its massive and venerable buildings, its tasteful chapel, its retired walks and classic shades, its noble library and its collection of portraits—including those of Swift, Berkeley and Burke—that adorn its public halls. The buildings and grounds occupy about eighty acres, well secluded, though in the heart of the city. The University has 1,600 students, of whom 100 are Roman Catholics. Each student pays an entrance fee of £16 (about \$80), and a yearly fee of \$75. Commons are furnished in the University Hall—not such meagre and scanty fare as the old dining-hall at Yale was wont to be disgraced with, but good substantial dinners prepared to order, or furnished by bill of fare at from one to ten shillings per head. No Englishman or Irishman would overlook a suitable provision for the stomach while he is exercising the brain; and in this our lank, pale, dyspeptic, headachy, nervous, consumptive American students have a useful lesson. Every college

needs a professorship of dietetics in the person of a good cook or cooks. Does this savor of the animal? If I had caught more of that savor fifteen years ago I should never have had occasion to think of it here in this dinner hall at Dublin, as a point in University education.—Rev. Mr. Thompson's letters.

NATIONAL EDUCATION IN IRRLAND.—The 18th report of the Commissioners of National Education has just been presented to the Lord Lieutenant. It is, as usual, a very lengthy document, but the substance as showing the pragress of this invaluable institution, will be found embodied in the subjoined extract:

"On the 81st December, 1850, we had 4,547 schools in operation, which were attended by 511,289 children. At the close of the year 1851, the number of schools in operation was 4,704, and of pupils on the rolls 520,401, shewing an increase in the schools in operation of 157, and an increase in the attendance for the year 1851, as compared with the year 1850, of 9,162 children. The total attendance in 1851 of 520,401 children, in the 1,704 schools in operation, gives an average on the rolls of 1001 to each school. Of the 252 schools taken into connexion during the year 1851, the number in each province was:-Ulster 82; Munster 81; Leinster 41; Connaught 48; -total 252. The 252 schools specified are under the management of 204 se parate persons, many of them having more than one school under their care. The religious denominations to which they belong are as follows:-Church of England, clerical 11, lay 19; Presbyterians, clerical 16, lay 6; Dissenters, clerical 0, lay 2; Roman Catholics, clerical 130, lay 11. Total Protestants of all persuasions clerical and lay, 54; total Roman Catholics clerical and lay, 141. Total whose religious denominations have been ascertained, 195; not ascertained, 9total number of applicants, 204. According to returns prepared at our request by the managers of the national schools, we have ascertained that of 5,822 male and female teachers, assistants, monitors, &c., in the service of our board on the 31st of March 1852, there were-members of the Established Church, 860; Presbyterians, 760; other Protestant Dissenters, 49-total Protestants of all denominations, 1,169; Roman Catholics, 4,653. The number of schools in operation on the 1st of November, 1852, was 4,795. Of these 4,434 were under 1,858 separate managers, and 175 under joint management. There were 141 connected with workhouses or gaols, and 45 of which the commissioners are the patrons, making in the whole 4,795 schools. Of 4,434 schools, 1,247 were under the superintendence of 710 managers of the Protestant, and 8,187 under the 1,143 managers of the Roman Catholic communion. The number of managers, members of the Established Church, was 296, clerical 67, lay 229, of schools, 554; Presbyterians, 898, clerical 247, lay 151, schools, 670; Protestant Dissenters, 16, clerical 4, lay 12, schools 28. Total Protestant managers of all persuasions 710, and of schools under them 1,247. Roman Catholics 1,143, clerical 957, lay 186, schools 8,187. Among the patrons of 175 schools under the joint management of persons of different religious persussions, 56 were members of the Established Church, of whom 14 were clergymen and 42 laymen; thus making a total of 81 clergymen and 271 laymen, who were managers of national schools on the 1st of November of the present year."

The closing observations of the commissioners will be read at the present juncture with considerable interest:

"In concluding our report for 1851, we feel it incumbent upon us to to recommend to your Excellency's careful perusal the tabular returns contained in it, which state the religious denominations of the managers of the national schools, of the pupils attending them, of the teachers under whose charge they are placed, and of the applicants who obtained grants to new schools in 1851, and other parties who applied for similar aid from 1st January 1852, to the 1st of last November. We regard the facts embodied in these tables as of the greatest importance, especially in the present position of the education question. We have made an analysis of the returns referred to, from which it appears that of the managers of the national schools considerably more than one-third are Protestant; of the schools considerably more than one-fourth are under Protestant management; of the children on the rolls, on the 31st March, 1852, nearly one-seventh part were Protestants; of the teachers trained in our central establishments onefifth; and of the applicants for grants to new schools during 1851 one-fourth were Protestants. We beg to assure your Excellency, that we have no other object in bringing under your notice these statements than to prove that the benefits derived from the system of national education have not been confined almost entirely to the Roman Catholic population (as has been incorrectly stated in various publications) but that it has been found acceptable to a large



proportion of the Protestant community. Twenty years have elapsed since the introduction of the system of national education into Ireland. After a careful review of its progress, and of the difficulties which it has had to encounter, we are convinced that it has taken deep root in the affections of the people, and that no other plan for the instruction of the poor could have been devised, in the peculiar circumstances of this country, which would have conferred such inestimable blessings on the great majority of the population. Every passing year strengthens our conviction that the intellectual and moral elevation of the humbler classes in Ireland will be effectually promoted by a firm adherence to the fundamental principles of the system, and by liberal grants from Parliament towards its support. During the present year, 1852, we have had to lament the death of two of our most valued colleagues. The one was Archbishop Murray, who died on the 26th of February; the other was Dr. Townsend, Lord Bishop of Meath, whose death took place on the 16th of September, Archbishop Murray, so long the ormament of his church and country, was one of our original members; and our success has been greatly owing to his constant presence amongst us, and to the confidence reposed by the members of his church in his great sense, experience, and integrity. He was strongly convinced that our system was one of the greatest blessings ever conferred on the people of Ireland; and one of the last acts which preceded the close of his life was to assist, at the age of 83 years, a meeting of our board. Dr. Townsend, Lord Bishop of Meath, though but recently appointed a commissioner, had long been one of our ablest and most zealous supporters. He has been withdrawn from us in the prime of life, and at a time when his attachment to our cause would have been more than ever serviceable to it."

EDUCATION IN PRUSSIA.—The Kingdom of Prussia, including all its Provinces, is only as large as New York, Pennsylvania and New Jersey combined, though possessing a population of near 17,000,000. According to official reports in a German paper, there are at present in Prussia 24,201 common schools, with 30,865 teachers, and 2,453,062 scholars; 505 Burger schools—the pupils pay a small sum for tultion in these—with 2269 teachers, and 69,302 scholars; 385 girls' schools, with 1918 teachers, and 53,570 scholars; 117 gymnasia, with 1664 teachers, and 29,474 scholars. The 46 normal schools, or school teachers' seminaries, count 2411 pupils; in the seven universities, at the end of last year, were 4,306 students, and in the six theological seminaries 240.

### UNITED STATES.

### MONTHLY SUMMARY.

It was proposed to hold three public meetings in Albany, N. Y., to discuss the subject of a National University. The first meeting was to have been held on the 26th and 27th ult., and the others on the 28d and 24th days of February and March. The mornings to be devoted to discussions, and the evenings to public addresses. Several eminent educationists have signified their willingness to attend and unite in the discussion. ---- The Camden Co. (N. J.) Educational Convention lately held a meeting to recommend an appropriation of the revenue of the Public Works to the School Fund, and suggesting the establishment of an educational newspaper in the State. The Free Academy of the city of New York has thirteen professors, nine tutors, and four hundred and ninety-seven pupils—one instructor to every twenty-three pupils. --- In the schools of Switzerland, there are not less than fifty boys from the United States. In the schools of Paris, American boys and students of medicine are numerous; and in the "public schools" of England there are always a few. -- The Superintendent of the Common Schools of Pennsylvania reports that the number of pupils at the schools in the State are 480,771. This does not include the city and county of Philadelphia. -- The Comptroller of the State of New York reports that there are in that State 862,507 pupils attending public schools; 1,767 attending private schools; 105 coloured schools, with 4,416 scholars.

### ITEMS REGARDING COLLEGES IN THE UNITED STATES.

The colleges named below have the following number of students:—Yale College, 603; Harvard College, 662; Dartmouth College 294; Brown University, 240; University of Vermont, 123; University of Virginia, 420; Wabaah (Ind.) College, 120; William's College, 202; total, 1784.

The catalogue of Columbia College for the year 1852-3, shows that the present number of students is 156, viz., Seniors 34, Juniors 41, Sophomores 32, and Freshmen 50. The college library contains 16,000 volumes.

In Harvard University, the Rev. Dr. James Walker has been chosen to fill

the vacancy occasioned by the resignation of President Sparks. By this change, the chair of Meral Philosophy, heretofore filled by Dr. Walker, is made vacant. The resignation of President Sparks takes effect at the close of the present academic term.—N. Y. Observer.

The Rev. Dr. Ferris, of the Reformed Dutch Church, has been elected Chancellor of the University of the city of New York.

We learn from the *Methodist Protestant*, that the Protestant Methodists have commenced a movement to build up a college in Alabama. About \$80,000 were promptly raised at the start. One noble-hearted Southern gentleman, Abner McGehee, Esq., near Montgomery, Alabama, contributed \$10,000 in the form of an endowment.

The necessary amount of funds has been subscribed for the construction of a Female College, at Eufaula, Alabama....The farmers of the State of Delaware, have subscribed \$50,000 for a College at Newark, on condition that a Professorship of Agriculture be at once established....Rev. E. P. Barrows, late Professor in the Theological Department of the Western Reserve College, also Editor of the Ohio Observer, has been appointed Professor in the Andover Theological Seminary.

# Siterary and Scientific Intelligence.

#### MONTHLY SUMMARY.

From the Canadian Journal for January, we learn that the Council of the Canadian Institute has established two prize Medals, as follows:--"1. A Medal, value £10, for the best comprehensive Essay on the Public Works of Canada, their relations to a general system of American Public Works, their engineering peculiarities, cost and other statistics, to be accompanied by illustrations. "2. A Medal, value £10, for the best Essay on the physical formation, climate, soil and natural productions of Canada." The Toronto Athenœum is to be smalgamated with the Canadian Institute.----Mr. Cornewall Lewis has succeeded the late Mr. Empson as Editor of the Edinburgh Review. The salary is 1,500 per annum. Mr. Cornewall Lewis was a mem--Thackeray, in his last lecture, paid a deserved ber of the late Parliament. -compliment to the English language. "It is the only language," he said, "that Freedom is permitted to speak." A beautiful thought, and as true as beautiful.——Itinerating village libraries are being established at Yorkville, England.——We learn, says the Boston Advertiser, that Benjamin Pierce, L. L.D. Professor of Astronomy and Mathematics in Harvard College, has been chosen a Fellow of The Royal Society of London. We understand that Dr. Franklin and Dr. Bowditch, are the only citizens of the United States who have before received the distinction of membership of this ancient Society. A Monsieur Rollin lately exhibited before the French Academy a silkworm's cocoon of a rose color: remarkable because the color was produced by feeding the worms on mulberry leaves sprinkled with chico (Bignonia chica.) A cocoon had been exhibited on a former occasion of a blue tint, produced by sprinkling indigo upon the mulberry leaves. The tint in the present case was, however much stronger than that of the blue cocoon. Several of the Noblemen of England have lately devoted themselves to the duties of Popular lecturers. The Earl of Carlisle, the Duke of Newcastle, Belfast, Lord John Russell, Lord John Manvers and others have recently appeared in the same capacity. The Earl of Carlisle lectures on the Poets of Pope, and of Gray, as well as the Earl of Belfast's lectures on the English Poets and poetry of the 19th century, have been published. --- The appearance of Lord John Russell at the Leeds Mechanics' Institute was an event worthy of more notice than the ordinary visits of the titled and official patrons of these institutions. Of our younger nobility there are many who, not only by their influence, but by their personal efforts in lecturing and otherwise, have nobly co-operated of late in popular education. But it is interesting to be reminded in the proceedings at the Leeds meeting, of the first establishment of these Mechanics' Institutions, in which Lord John Russell in early life took active part slong with Dr. Birkbeck. In his speech Lord John reviewed the social history of the past forty years, so far as to show the vast improvements in the condition of the manufacturing districts, and the general education of the working classes,---The library of the famous physiologist and metaphysical philosopher, Oken, is to be sold by auction in Zurich, on the 17th May, 1853. The following is an outline of the system of arrangement adopted by the philosopher in his catalogue:-I. Historia Naturalis. II. Organismi. III. Zoologia. A. Zoologia universalis, B. Zoologia specialis. A. Animalia vertebrata. B. Animalia inver.

tebrata. IV. Animalia petrificata. V. Psychologia animalium. Zoologia applicata. VI. Periodica Historia Naturalis. VII. Anatomia. VIII. Physiologia. IX. Zootomia et Physiologia animalium. X. Medicina. XI. Encyclopædia Scientiæ Naturalis. XII. Philosophia Naturalis. XIII. Mathesis pura et applicata. XIV. Astronomia et Geodæsia. XV. Physica. XVI. Chemia. XVII. Mineralogia. XVIII. Geologia. XIX. Botanica. XX. Technologia. Cemmercium. XXI. Geographia. XXII. Historia. XXIII. Mythologia. XXIV. Educatio. Gymnasia. Universitates. XXV. Philologia. XXVI. Philosophia. XXVII. Politica, XXVIII. Theologia. The total number of works is 5884. This may give some idea of the extent of reading and range of thought of the German professor, for the scope of his lectures and published works sufficiently evinced that he had collected his library for use, and had well used it .--- The reports from Manchester, Liverpool, and other places where free public libraries have been recently instituted, are highly favorable and encouraging. The average number of books given out each day from the Free Library is above six hundred, besides periodicals and other minor publications. --- An "Ulster Journal of Archæology" is announced, the first number to appear on the 1st of January. This undertaking appears to have been suggested by the recent exhibition of antiquarian objects at Belfast. - The French translation of Mr. Macaulay's "History of England" has been published within the last few days at Paris, and has been, as was expected, eagerly read.——The French seronaut who made the ascension on the 2nd of December, for the purpose of scattering over the country notices of the proclamation of the Empire, has published an account of his experience. At a height of five hundred yards he heard distinctly the report of the cannon fired from various points of Paris. Each detonation caused the silk of the balloon to undulate slightly. At eight hundred yards he ceased to hear the cannon, although they were fired continuously, at intervals of twenty seconds; at seventeen hundred yards he heard them again very distinctly. This is another proof of the existence of contrary currents in the atmosphere. At the height of a mile and a quarter he left the clouds below him. Sometime later, a cloud three thousand feet off, reproduced the figure of the balloon, as one of the assistants rose to raise the valve, the shadow in the distance did the same.

### JUST PUBLISHED,

TIHE CORRESPONDENCE between the ROMAN CATHOLIC BISHOP of Toronto, and the CHIEF SUPERINTENDENT OF SCHOOLS, on the subject of SEPARATE COMMON SCHOOLS in Upper Canada, carefully revised from the originals, together with a copy of Letter VIII., in French, with the Latin quotations from the Canons of the Provincial Councils of Baltimore. With an APPENDIX, containing the Provisions of the Law and the General Regulations regarding Religious Instruction in our Common Schools; the Regulations of the Commissioners of National Education in Ireland; also, a consideration of the question of Religious Instruction in connection with our system of Public Instruction, from the Chief Superintendent's Annual Report for 1851., &c., &c., &c., stitched 8vo, pp. 32.

Toronto: printed and published by T. H. Bentley, and may be obtained

through any of the Booksellers. Price, SEVEN PENCE HALFPENNY each.

WANTED, for School Section No. 2, Lot No. 24, 6th Con. ST. VINCENT, a SECOND-CLASS TEACHER. Salary £50; collected on the Free School system. Apply to EDWARD McMullin, St. Vincent.

WANTED IMMEDIATELY, for the Common School in the Village of NORWOOD, a FIRST-CLASS TEACHER. For particulars apply (if For particulars apply (if by letter, post-paid,) to the Rev. M. McAleese. - 27th Jan., 1853.

TANTED IMMEDIATELY. a SECOND or THIRD CLASS MALE W TEACHER, (married preferred.) with strictly Moral habits. Salary from £60 to £70 per Annum. Apply to James Cameron, Secretary to Union School, No. 1, Georgina.

WANTED, for School Section No. 1, SEYMOUR, a YOUNG MAN holding a FIRST or SECOND GLASS CERTIFICATE. Apply to JAMES SHILLINGLAW, Seymour East, County of Northumberland.

### SUNDAY SCHOOL REQUISITES.

TOR SALE at THE DEPOSITORY, in connection with the Education Office, Toronto,—Terms, STRICTLY CASH:—

TABLET READING LESSONS, &c.

SUNDAY SCHOOL LESSONS, in 6 folio sheets, 2d. each, or per dozen....
MORNING AND EVENING PRAYER FOR SCHOOLS, on 0 1 101

THE LORD'S PRAYER, AND APOSTLES' CREED, 2 sheets,

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TEN COMMANDMENTS, in form of Tables, 1 sheet,	0	0	8
Ditto per dozen, THE LORD'S PRAYER, or Ten Commandments, on a sheet in	0	2	6
gold or copper bronze,	0	0	71
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THE GENERAL RULES FOR SCHOOLS, the Ten Command- ments, and Lord's Prayer, on 3 sheets,	0	0	71
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## PAST AND PRESENT EDUCATION.

We select the following from an excellent speech by Lord John Russell,—who, following the examples of the Duke of Newcastle, (Lord Lincoln,) the present Secretary of State for the Colonies, the Earls of Carlisle, Belfast, Ellesmere, and other noblemen, has recently been lecturing at the Mechanics' Institute, at Leeds.

The example of the noble champions and advocates of education in England in the olden time, is of infinite value to a young country like Canada, and its spirit seems to have been imbibed at a recent meeting held at Hamilton, to promote the establishment and endowment of a College in that city. Lord John Russell remarked that—

"Before the Reformation, and immediately afterwards, great sums of money and broad lands were given for the purpose of endowing academies, colleges, and schools for education. Our ancestors thought, and I believe wisely thought, that the best plan they could adopt was to teach, or to provide means for teaching the science and the literature which have been derived from ancient nations, for in those days that science and that literature contained all that was known, that was really worthy of study, the most profound works upon the subjects of geometry and science, and the best models of literary writing. I am far

from thinking that our ancestors committed an error, either, when they directed the education of youth almost exclusively to these objects, or when they decided that a great length of time should be be given to that knowledge; but we have to consider that at the present day we stand in a totally different position. Not that we ought to forget what great advantages we have derived from the science and the literature of ancient nations: because upon the geometry delivered to us from the ancients has been founded all that increase of knowledge which ended in the discoveries of Newton,-from the writings of the poets of antiquity the great poets of modern times have derived the best models they could imitate,—from the jurisprudence of the Romans were derived the laws by which most of the nations of the continent have been ruled. But, while this tribute must be paid, it is a paramount object of attention that we, in the course of the three centuries and a half that have elapsed from what is called "the revival of letters," have added to the stores that we have received immense stores of our own,—that by the side of that rich mine we have opened other mines, which, if not of richer ore, are more easily worked, and are more abundant in their produce. It was Lord Bacon who first pointed out that the mode of the pursuit of science for modern nations ought to be different from that mode for the discovery of truth which had been pointed out by some of the great philosophers. It has been much questioned whether Lord Bacon was in fact the guide by whom other discoverers have been enabled to pursue the track of knowledge and of invention, and upon that point I think it is certainly clear that it was not Lord Bacon who enabled Galileo and Torricelli, Pascal, Tycho Brahe, Copernicus, and Kepler to make the great discoveries which have immortalized their names. But what is true, is, that Lord Bacon at a very early period laid down the rules by which all modern men of science have guided themselves. He pointed out the road they have followed, and laid down more clearly, more broadly, more ably than any one else, the great method by which modern discovery should be pursued. You will find, I think, if you pursue this subject—if those who belong to mechanics' institutes will study the two works of Lord Bacon, the one called the "New Organ," and the other on the "Instauration of the Sciences"—you will find that the latest discoveries, the latest inventions, have been made according to that mode which he pointed out. A work was published but a year ago by Mr, Fairbairn, giving an account of the experiments which he adopted under the direction of Mr. Stephenson, and by which that gentleman was enabled to construct the tubular bridges at Conway and over the Menai Straits. You will find that all those experiments were according to the rules which Lord Bacon has laid down. Take another work, on geology, and a most interesting work it is, called the "Old Red Sandstone," by Mr. Hugh Miller, and you will find in that interesting work, which is as remarkable for the beauty of its style as for the importance of its matter, that Mr. Hugh Miller, being at first a mason working in a stone quarry, pursued, in his method of investigation, the same rules which Lord

Bacon, more than three centuries ago, laid down, and which have thus become the foundation of the law, as it were, of modern science.

I will now turn for a short time to the subject of literature. That subject again is so vast that if I were to attempt to go over any one of its numerous fields I should not find the time sufficient to enable me to do so, but there is one leading remark which I will venture to make, and which, I think, it is well for any one who studies literature to keep in view. There are various kinds of productions of literature, of very different forms and very different tastes—some grave and some gay, some of extreme fancy, some rigorously logical, but all, as I think, demanding this as their quality,—that truth shall prevail in them. A French author has said that nothing is beautiful but truth, that truth alone is lovely, but that truth ought to prevail even in fable. I believe that remark is perfectly correct; and I believe you cannot use a better test, even of works of imagination, than to see whether they are true to nature. Now, perhaps I can better explain what I mean in this respect by giving you one or two instances than I should be able to do by any precept and explanation. A poet of very great celebrity in the last century, and who certainly was a poet distinguished for much fancy and great power of pathos, but who had not the merit of being always as true as he is pointed in the poetry he has written—I mean Young—has said, at the commencement, I think, of one of his "Nights:"—

"Sleep, like the world, his ready visit pays Where fortune smiles; the wretched he forsakes, And lights on lids unsullied with a tear."

Now, if you will study that sentence, you will see that there are two things which the poet has confounded together. He has confounded together those who are fortunate in their peace of mind, those who are fortunate in the possession of health, and those who are fortunate in worldly advantages. Now, it frequently happens that the man who is the worst off in his worldly circumstances—to whom the world will pay no homage—on whom it would not be said that fortune smiledenjoys sweeter and more regular sleep than those who are in possession of the highest advantages of rank and wealth. You will all remember, no doubt, that in a passage I need not quote, another poet -one always true to nature—Shakespeare, has described the shipboy amidst the storm, notwithstanding all the perils of his position on the mast, as enjoying a quiet sleep, while he describes the king as unable to enjoy any rest.

That is the poet true to nature; and you will thus, by f llowing observations of this kind, by applying thatetest to poetry as well as to history and to reasoning, obtain a correct judgment as to whether what you are reading is really worth your attention and worth your admiration, or whether it is faulty and is not so deserving. I may give another instance, and I could hardly venture to do so if my friend and your friend, the celebrated Lord Carlisle were here, because the want of truth I am going to point out is in the writings of Pope. There is a very beautiful ode of Horace, in which, exalting the merits of poetry, he says, that many brave men lived before Agamemnon; that there were many selges before the seige of Trcy; that before Achilles and Hector existed there were brave men and great battles; but that, as they had no poet, they died, and that it required his genius of poetry to give immortal existence to the bravery of armies and chiefs. Pope has copied this ode of Horace, and in some respects has well copied and imitated it in some lines which certainly are worthy of admiration, beginning-

"Lest you should think that verse should die, Which sounds the silver Thames along."

But in the instances which he gives he mentions Newton, and says that only brave men had lived and fought, but that other Newtons "systems Now, here he has not kept to the merit and truth of his original, for, though it might be quite true that there were distinguished armies and wonderful seiges, and that their memory has passed into oblivion, it is not at all probable that any man like Newton followed by mathematical roads the line of discovery, and that those great truths which he discovered should have perished and fallen into oblivion. I give you these two instances of want of truth even in celebrated poets, and I think it is a matter you will do well always to keep in view, because there is a remarkable difference between the history of science and the history of literature. In the history of science the progress of discovery is gradual. Those who make these discoveries sometimes commit great errors. They fall into many absurd mistakes, of which I could give you numerous instances; but these blunders and these errors disappear—the discoveries alone remain; other men afterwards make these discoveries the elements and the groundwork of new investigations, and thus the progress of science is continual; but truth remains, the methods of investigation even are shortened, and the proremains, the methods of investigation even are shortened, and the progress continually goes on. But it is not so with regard to literature. It has indeed happened often in the history of the world, among nations that have excelled in literature, after great works have been produced which brought down the admiration of all who could read them, that others, attempting to go farther—attempting to do something still better —have produced works written in the most affected and unnatural style, and, instead of promoting literature, have corrupted the taste of the nation in which they lived. Now, this is a thing against which I

think we should always be upon our guard, and having those great models of literature which we possess before us--having Shakspeare, and Milton, and Pope, and a long line of illustrious poets and authors we should always study to see that the literature of the day is, if not on a par with, at least as pure in point of taste as that which has gone before it, and to take care that we do not, instead of advancing in letters, fall back and decay in the productions of the time. I will now mention to you another instance—it is apparently but a trifling one and still it is one in which I think nature and truth are so well observed that it may be worth your while to listen to it. One of our writers, who blended the most amusement with instruction, and ease of style with solidity of matter, as you all know, was Addison. He describes a ride he had along with a country squire, whom he fell in with travel-ling from London to a distant town. They came to an inn, and Addison says they ordered a bowl of punch for their entertainment. The country squire began—as was perhaps a mode with country squires, which may have continued even to the present day—to depreciate which may have continued even to the present day—to depreciate trade, and to say that foreign trade was the ruin of the country, and that it was too bad that the foreigners should have so much the advantage of our English money. Upon which, says Addison, "I just called his attention to the punch that we were going to drink, and I said, If it were not for foreign trade, where would be the rum, and the lemons, and the sugar which we are about to consume?" The squire was considerably embarrassed with this remark, but the landlord, who was standing by come to his assistance, and said. "There is no better standing by, came to his assistance, and said, "There is no better drink than a cup of English water, if it has but plenty of malt in it." Now, although that appears a slight and trifling story, and told in a very common way, yet it is perfectly true to nature, and it conveys in a very lively manner a rebuke to the ignorance and prejudice of the person with whom Addison represents himself to have been conversing.

### THE CORRESPONDENCE OF A PUBLIC OFFICE.

During the year 1852, about 3,000, or nearly 10 letters each office day was received at the Education Office, Toronto. Every letter thus received required to be opened, classified, endorsed and numbered, and the proper references made thereon previous to a reply being prepared to it. From the following interesting paper, taken from Dickens' Household Words, correspondents with the Department will obtain many valuable hints, and the general reader much useful information upon the routine of a public Office.

Troubled with an army of correspondents, and with cupboards full of unsorted letters, we were curious to see what large establishments do with the letters they receive, and must keep very many years; for a letter once received at a public office has as much care taken of it—though written by the late Mr. Joseph Ady himself—as if it were a letter from a Prime Minister or a despatch from the Governor of the Cape to the Secretary of the Colonics. With this curiosity to satisfy, we arranged with a friend in a Government office, that we would be with him the next morning to see his "table," as he called it, and the modes of sorting, entering, circulating, answering, indexing, and keeping the large mass of letters, which it was his business to open, and sort, and enter, and circulate, and index, and keep—in short, to do everything with but answer; although one part of his duty, and that by no means the lightest, is to see that they are answered.

In a well known office to the west of Temple Bar, we found a large table covered with letters; with a huge white vellum Post Office bag, once white, but now of a very different colour—crusted with red scaling-wax and string, and some remains of bits of black wax to show that it had been in a court mourning of its own for a king or a queen. Our friend was soon at work. He sorted the letters on his table according to their consequence, he told us, and this too, without opening them, for some he knew by their envelopes, some by their

seals, and others by the hand-writing upon them.

"These are Treasury letters," he said, "and I take them first. There is 'Treasury' upon them in the corner, and I am now sorting them according to the services—Colonial, Commissariat, or Home." As he opened them he flattened them on their faces, and then proceeded with other Home correspondence, such as Foreign Office letters, Inland Revenue letters, and letters from the various departments of Government in London. These he treated in the same manner, and then proceeded to sort the contents of the large vellum bag, which the office messenger had by this time emptied on his table.

What a medley of communications in point of size now broke upon the view! Here were some as big as six octave volumes made into a brown paper parcel; some of a lesser size, like a volume of Household Words; some of foolscap size; and some as small as the envelopes in ordinary use for an amount of letter-writing that a penny is sufficient to convey from Kirkwall to St. Michael's Mount. Our friend was evidently not very well pleased with the little letters, for he put them

aside to be opened last, as if indeed he would rather not have them; nor was it at once that we perceived his reasons, though, as the reader shall see, he had good enough grounds for objecting to all letters written on the kind of paper ordinarily in use in all unofficial communications.

When he had arranged his letters to his own satisfaction, he began to open them with a rapidity which shewed that this had long been his daily employment. With his left hand he flattened the letters out, and with his right threw the envelopes into the huge waste-paper basket by his side. He had soon a formidable pile of communications to digest, and it was easy to see that some would occasion more trouble to him than he thought snould fall to the share of the receiver of the letter, or the correspondent to whom it is addressed. "This," he said, "is a troublesome class of communication, here is a letter written on two sides of half-a-sheet of foolscap. There are enclosures with it. This writer is carrying out the saving system of M'Culloch, which the Treasury has sanctioned, but which the Treasury does not, however, wisely enough, in its own case follow out, and which nearly all efficient Government officers are thoughtful enough to break through. Now, I have to pin these papers together, and before they are returned to the they will be riddled with pin-holes; whereas, if the communication had been made on a full sheet of paper, I should have placed the enclosures in the centre of the letter without a pin, and thus, if a full sheet instead of a single sheet had been used by this paper-saving correspondent, a little world of convenience, and even of security would

have been gained to your humble servant and to the public as well."
When his letters were all flattened out with their faces to the desk he took them to an adjoining table, and the messenger, with a hand-stamp, stamped every letter in the left-hand corner with an oval-shaped stamp, containing the name of the office and the words "received 17th of August, 1852." He now took them again to his own seat, and proceeded to number every letter with a separate number placed in large characters in the middle of the first page and close to the top. He then took a red ink pen, and wrote the service or account to which the letter related-immediately below the office stamp, and beneath the head of service, as briefly as possible, the subject of the communication. This done, he proceeded to mark with a strong black-led pencil the particular reference in the several letters to the letters sent from his own office, to verify dates, to fill in the dates and numbers of previous communications, and then to deliver to a messenger all letters referring to office letters, with instructions to "get the drafts". meaning the drafts of the letters referred to by the several correspondents. This getting the drafts engrossed some time; but our friend was not idle. He had now opened his register of letters received, and proceeded to enter the letters not relating to any previous correspondence, making the number on the register agree with the numbers he had placed upon the letters.

This book or register is rather a ledger-like affair, ruled with faint blue lines, divided into columns, each column having a separate printed heading. Thus:—"No. Name of Accountant Party or Office. Date of the paper. Nature or Subject of Paper. Date of Board's Minute. Date of Board's Order not on the Minutes. Substance of Board's Orders on Paper not Minuted. Proceedings. When disposed of. No. of Former Communication. No. of Subsequent Communication. [The same No. a second time for convenience of reference.] Mark of Deposit and Notation of Paper sent. Of course it was only a portion of these headings that he was as yet enabled to fill up; but his entries, we observed, as far as he could go, were precise and full. As soon as he had done his entries, he threw into a basket—labelled outside "Letters for the Board," all those letters which it was requisite that the Commissioners should see; while the others he placed in a basket on his left for delivery to the several inspectors and examiners to whose business they related—a task of selection requiring great nicety of the whole duties of the several departments of the office. This labour over, he now rang his bell, and handed to a messsager the basket of Board Letters for delivery to the secretary.

Having done with to-day's letters—as far as he was concerned, he now took up such of the letters of yesterday, as had come out from the Board with the directions of the Board upon them, and entered the substance of the orders in his register. He then took down a "Delivery Book " containing numbers corresponding to those in the register, against which he wrote the names of the officers to whom the letters were to be delivered. The book and letters were then handed to a messenger, who carried them to the several officers, and obtained their initials against the names in proof of delivery. Thus another portion of his day's work was done, and we had received information of moment for ourselves and others.

His next work was to attack the contents of a basket, labelled "Letters to be cleared." These he first of all sorted numerically, and then proceeded to enter in his register the number and date of the letter of the report which the out-letter clerk had marked upon the in-letter. When he had done this he pinned a piece of paper to several letters, with these words upon it: "Mr.—, fix initials to letter, if

done with;" and gave them to a messenger for delivery. With some letters we observed, it was not necessary to take this course, as the inspector or examinar had already affixed his initials, and thus lessened labour attached to the teasing and responsible duty of the registrar.

He now took (and yet a Government clerk!) to another labour; that of clearing letters through his register: giving a mark of notation or deposit under the number, showing that all necessary proceedings had been taken upon the letters—in short, that the letter had performed its work, was done with, and was now only of use as a record. As this proceeding advanced, a formidable pile of "Letters for deposit" was soon collected, and we were now more than ever curious to see "what he would do with his letters."

It was obvious at a glance that he kept his letters opened out, and quite evident that it would be a great convenience to him if all his letters were written on paper of the same size. We now saw the cause of his dislike to little letters; for all his note, quarto letter-paper, and Bath post communications, he either wafered or pinned to half sheets of foolscap, remarking that Treasurers of County Courts, to say nothing of the clerks of the same little halls out of Westminster Hall, were

among his most troublesome small-paper correspondents.

Seeing the trouble inflicted on—may we say it?—a hard-working Government clerk, by the system of writing official communication on paper only fitted for invitations to dinner or a little dance, we inquired of our friend if any attempt had been made to try and persuade correspondents that a letter to a public office ought not to be received, unless it were written on foolscap paper. "My dear fellow, yes," was our friend's reply. "Look at the printed directions on almost every envelope; directions almost like commands, with a dash of entreaty in every second request. As you are curious in this matter (our clerkly friend continued), you should see what envelopes ask." He then extended his hand to his waste paper basket, and took out, at random, envelopes with printed "entreaties," as he insisted on calling them, some of which we were allowed to take away as examples for future use. Here are a few, and first the Board of Health.

use. Here are a few, and first the Board of Health.

"All communications on Public Service should be pre-paid, and directed to "The General Board of Health, Gwyder House, Whitehall."

"And in case of further correspondence on the subject of this communication, it is requested that the number as well as the date of the enclosed letter may be quoted. It is also desirable that all letters whatever should be written on paper the size of foolscap.

Listen to the vocal Woods:-

The Audit Office is not less precise:-

"All letters on Public Service, for any department of the Office of Woods, must be addressed to "The Commissioners of Her Majesty's Woods, Office of Woods, Whitehall."

"If any further correspondence on the subject of the enclosed com-

munication should be necessary, it is requested that the number as well as the date may be quoted; and, if it be accompanied by papers, they should be tied together, or otherwise properly secured against the accidents to which heavy packets are unavoidably liable in the course of transmission by post."

"All public letters to the Audit Office should be addressed to "The Commissioners for Auditing the Public Accounts, Somerset House,

"If further correspondence on the subject of the enclosed communication be necessary, it is requested that the number as well as the date may be quoted. All letters transmiting accounts or answer to queries should relate to such matters only. All letters and papers should be properly secured."

The Inland Revenue has but two requests:-

OBSERVE:—In case of further correspondence on the subject of the enclosed letter, you are requested to quote its number and date.

The Poor Law commissioners are particular:

"All communications to this office on public business should be addressed to the Poor Law Commissioners; the postage on all such communications must be paid by the writers. In case of further correspondence on the subject of the enclosed letter, you are requested to quote its number and date."

No less so (though in a different way) are the Educational Com-

missioners in Ireland:-

"You are requested to write, at the head of the letter, the name of the school to which your correspondence relates, and also of the county in which it is situated; and all letters to be addressed to "Maurice Cross, James Kelly, Secretaries."

Education Office, Marlboro' Street, Dublin."

The Ecclesiastical Commissioners for Ireland make an excellent

request:—
"It is requested that correspondents will not write on more than one subject in each letter.'

The Inclosure Commissioners are not particular in their grammar, though they are in what they ask : "It is desirable that all letters should be written on feelscap paper,

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and must be addressed to "The Inclosure Commissioners for England and Wales, London.'

The Tithe Commissioners seem to have a frightful quantity of large-

mized correspondence:-

"All communications on Public Service to the Commissioners must be directed as follows;-- 'To the Tithe Commissioners for England and Wales, London.

"In case of further correspondence on the subject of this communication, it is requested that the number as well as the date of the

enclosed letter may be quoted.

"It is also deirable that matters relating to different parishes or townships should be written on separate sheets of paper, and that all letters whatever should be written on paper of the size of foolscap.

"The Tithe Commissioners request you will be careful to forward all letters and packets not exceeding three feet in length, addressed to this Board, through the Post Office; and to send such packets only as exceed the above length by coach or van."

The Paymaster General works it would appear, as much from the envelopes as our communicative friend west of Temple Bar:—

"All letters to the Paymaster General's Office should be addressed as under, the department (Army, Navy, Ordinanc or Civil Services) to which the letters relate being stated in the corner:—'To H. M. Pay-master General, Whitehall, London.'" Army, Navy, Ordinance, Civil Services, (as the case may be.)

There are other offices equally precise, but without effecting much good. Nor are the railways less particular. Here is a copy of an engraved heading to a letter from the Secretary of the Great Northern

Railway :-

"Please copy this Reference in your Answer. B. 558.

Now, to show the propriety of keeping letters flat, our clerkly friend took the trouble to show us a press containing one year of folded letters, and another press containing a year of open or unfolded letters. The space gained was perfectly wonderful, the folded letters occupying nearly double the room of the unfolded; besides, as our friend observed, "Here are our letters in bundles of five hundred each, with mill-boards at top and bottom, and a good strap to keep them together. This is the system that has been in use with us since 1849; and the facility of reference afforded by the new plan over the old is perfectly marvellous; only try!" It is, perhaps, needless to say that we were quite convinced of the truth of our friend's marks, without putting his favorite plan to the test proposed. "This plan," he continued, "saves us work, and saves us trouble. Remember what Sir Robert Peel has told us in his evidence before a Committee of the House of Commons, that the Treasury, in 1800, received only five thousand letters a year; that, in 1849, the number received was thirty thousand. Yet the Treasury still hold their letters—why, I know not: our plan is in force at the Admirality, Audit Office and elsewhere."

We should be doing an injustice to our friend, if we did not observe that he was an excellent clerk—one willing to red-ink his fingers between ten and four, and quite as willing to wash the red-ink away between four and ten; in short, that he is not one of "Her Majesty's

hard bargains."

The following are the Regulations relating to Communications with the Department of Public Instruction for Upper Canada:-

- 1. Appeals to the Chief Superintendent of Schools, &c.—All parties concerned in the operation of the Common School Act have a right of appeal to the Chief Superintendent of Schools; and he is authorized to decide on such questions as are not otherwise provided for by law. But for the ends of justice—to prevent delay, and to save expense, it will be necessary for any party thus appealing to the Chief Superintendent of Schools: 1. To furnish the party against whom they may appeal, with a correct copy of their communication to the Chief Superintendent, in order that the opposite party may have an opportunity of transmitting, also, any explanation or answer that such party may judge expedient. 2. To state expressly, in the appeal to the Chief Superintendent, that the opposite party has thus been notified of it. It must not be supposed that the Chief Superintendent will decide, or form an opinion, on any point affecting different parties, without hearing both sides — whatever delay may at any time be occasioned in order to secure such a hearing. 8. Application for advice should in all cases be first made to the Local Superintendent having jurisdiction in the locality.
- 2. Communications generally.—The parties concerned are left to their own discretion as to the forms of all communications, relating to Common Schools, for which specific forms are not furnished by the Department. In all cases of appeal or otherwise, however, the number of the Section, and the name of the Township and Post Office should be given; and if any previous correspondence on the same subject have taken place, the dates of such correspondence and other particulars should also, if possible, be mentioned.
- 8. Communications with the Government relating to Schools, conducted under the authority of the Common School Act, 18th and 14th

Victorize, Chapter 48, should be made through the Education Office, Toronto. All such communications, not so made, are referred back to the Education Office, to be brought before His Excellency through the

proper Department—which occasions unnecessary delay and expense.

4. Communications relating to the Journal of Education and Education cational Depository, &c, should invariably be written on a separate page or sheet, in order that they may be separated and classified, &c.

### COUNTY SCHOOL CONVENTIONS IN UPPER CANADA.

### PROCEEDINGS AND SUGGESTIONS.

In addition to the formal resolutions passed at various County School Conventions published in another part of the Journal, we design to publish, from time to time, extracts from the proceedings of the meetings, and also selections from the many valuable suggestions which were made in writing to the Chief Superintendent during his official visitation. The following are selected with reference to their variety.

From the Rev. W. H. Landon, Local Superintendent of Blenheim, Oxford and Zorra West, Woodstock.

Suggestion I.—Free Schools.—That a general system of Free Schools be established by law for the whole country.

The enactment for this purpose would contain, among others, the following provisions:

- 1. That the payment of any public moneys, whether Parliamentary or Municipal, to a School Section, be limited by the following conditions: 1st. That a school-house be erected or rented, capable of accomodating all the pupils that may desire to attend. 2nd. That a school, by a qualified teacher, be kept in the same, for at least six months, in the year; during which time any of the people who desire it, together with such of their children and wards, as are upwards of five years of age shall be allowed to attend and receive instruction, without the payment of any fee, rate-bill or gratuity whatsoever.
- 2. The Trustees, on or before the 1st of May, to notify the Township Clerk as to what amount of money, in addition to the apportionments to be received from the public grants, will be required for all the purposes of the section for the current year; when that officer shall proceed to assess the same amount equally, upon all the rateable property in said section, and place the sum upon the assessment roll of the Township, to be collected by the Township Collector, in the same manner and at the same time that the other taxes are collected by him, and to be paid over in the same manner, to the Treasurer of said Township; provided that any inhabitant so rated, may tender to the Collector a receipt signed by a majority of the Trustees, acknowledging the payment to them of such amount, which shall be received the same as cash.
- 8. In cases where it shall be necessary to pay teachers' wages before such taxes can be collected, Trustees may draw draughts on the Treasurer, which shall be paid out of the first unappropriated money coming into the Treasurer's hands.
- 4. Such amounts as are levied for school purposes upon the lands of non-residents, and which cannot be collected by the Township Collector, shall be certified to the County Treasurer, who shall advance the same amount upon the cheque of the Trustees.
- 5. All balances, which at the end of the year may be due to teachers and others, for salaries, rents, repairs, fuel, books, apparatus, &c., to be paid by cheque upon the Township Treasurer.
- 6. Any balance which may remain in the Treasurer's hands in respect to any school section, shall be placed to the credit of such section, and held subject to the order of Trustees for next year, and any balance which may appear against a section in consequence of its having overdrawn the amount of its assessment, shall be added to the amount to be levied by assessment upon the said section the next year.
- 7. The Chief Superintendent, (the County Inspector,) the County, or Township Municipal Council, or either of them, may at any time cause proper examinations to be made into the financial affairs of any



school section or into the manner in which any Township Treasurer may have discharged his trust in respect to the school moneys coming into his hands.

SUGGESTION II.—SCHOOL INSPECTORS.—That School Inspectors, each to have charge in one or two counties, be appointed and paid by the Government, for which the Education Department shall be held responsible.

#### REMARKS UPON THE ABOVE.

The present Superintendents, dependent as they are for their office, upon the annual vote of a body of men, most of whom are uneducated, can never fulfil the office of School Inspector. Very few of them, (if we except the Clergymen who have accepted the appointment,) are themselves educated beyond the mere elements of learning; and though the clergy of the different denominations of the country, are, undoubtedly the best qualified as a class, for that office of any other; yet but few even of them, however devoted much particular attention to the subject of elementary instruction, and fewer still have had any experience in actual teaching. Besides, when they accept an appointment as Township Superintendent, they do it without any intention of remitting, to any extent, the duties of their sacred and principal calling; so that it cannot be expected that they can enter upon any new course of studies, or apply much time or thought for preparation for those, which they regard as their subordinate duties. They may visit and examine the schools under their charge at the proper times,mark the varying amounts of success which follow the efforts of different teachers, but they cannot lead the more defective among them to the adoption of better methods which they themselves do not understand, nor ingraft upon imperfect systems of school management and instruction improvements of which they have never informed themselves. And how much less efficient must be the services in this department of the large number of busy citizens—farmers, mechanics, shop-keepers, &c., who are at present found in the office,; many of them with only the plainest education, and most of them deeply engaged in business enterprises that require for their management their undivided attention.

These men, from their residence in the Townships of their charge, and their consequent intimate acquaintance with the people, as well as from their general business habits, may be, and doubtless are, very well qualified to take charge of the financial affairs, and look after the mere secular concerns of the schools; but to expect from them the discharge of those higher and much more important duties belonging to the office of school Inspectors, that they should be able to investigate, and at a glance, to analyse the character of the schools they visit.—to detect any defect that might exist in their organization, discipline or govern-ment, or in the character or manner of the instruction given in them, to point it out with distinctness and precision, and to propose and commend the more excellent way,—to acquire an easy and admitted ascendant with the Teachers, and to inspire them with a noble ambition to excellence in their profession,—in short, to conciliate, to influence, and rightly to guide the schools, the school authorities and corporations:—to expect that the present Township Superintendents would be able to accomplish all this were as absurd as it would be unjust. Yet all this and much more, ought to be required of our school Inspectors, and a class of men should be found, at least sought for to fill that station, possessing qualities equal to the high demands to be made upon them.

To adopt the language of the late Commissioner of Primary Instruction in Holland to M. Cousin in 1886, as quoted in your "Report on a system of Public Elementary Instruction for Upper Canada,"—which will form the most appropriate conclusion to these suggestions. "Be careful in the choice of your Inspectors: They are men, who ought to be sought for with a lanthorn in the hand."

SUGGESTION III.—SCHOOL SITES, &c.—That in school sections where it may be necessary to erect a school house, the Teachers be required to locate the same in the most central or convenient part of the section. That they be authorised to enter upon land for that purpose, taking for a school site not less thon one, nor more than five acres, (in rural sections.) That those school sites already secured and occupied, which consist of less than one acre be immediately enlarged so as to comprehend, at least one acre, that in taking or enlarging a school site the Trustees shall tender to the proprietor such an amount as they shall think an equivalent for said land, to be decided by arbitration mutually chosen in cases of difference.

That no school house shall hereafter be erected at the public expense until the plan shall have been submitted to and approved by the County Inspectors, nor unless there shall be included in the same contract, a woodshed and two separate privies, with two separate enclosed yards.

SUGGESTION IV.—LAW PROCEEDINGS.—That no Court of Law, whatever, shall have any authority in cases arising out of the administration of the school law, but that all such questions shall be settled, decided, and carried into effect exclusively by the officers and agents of the Department.

SUGGESTION V.—GRANMAR SCHOOLS.—That at least half the Trustees be appointed by the County Municipal Council. That all examinations be public. That the trustees shall have power to appoint master and assistants and for good reasons, to discharge them, to fix their salaries, and define the course of instruction to be pursued. All fees to be paid to Trustees, who shall apply them in payment of the salaries of Teachers and providing school requisites. All balances to be made good by the County Municipal Council. Pupils to be admitted only by examination in presence of the Trustees. The examination to comprise reading, writing, arithmatic, English grammar and geography, the elements of none of which branches shall be taught in the grammar school. Exhibitions on Scholarship of £20 each, (one each for the smaller Townships and two each for those Townships which are entitled to Deputy Reeves,) shall be established and maintained by said Township respectively to be presented by the County Inspector, with the approbation of the Township Superintendent and Reeve, to the most deserving boys, besides whom the same number may be admitted free, upon the san e authority. Trustees may form a class of pupils in attendance at common schools, to receive instruction at fixed times each week in the grammer school. A female department should be at once added to every grammar school, to be subject to the same regulations, modified only to suit the circumstances.

# From the Rev. W. F. Clarke, Local Superintendent of North Dorchester and Westminster, London.

SCHOOL INSPECTION.—I beg to suggest as an improvement in the present School Act, the appointment of Superintendents for entire Counties, or such portions of Counties as may be sufficient to occupy the entire attention of a single individual; that such Superintendents be appointed from some other quarter than from the County Councils, that, as far as may be, practical educationists be appointed to the office, and that such a remuneration be given as shall encourage persons of high intellectual ability to accept such appointments.

Some of the reasons which prompt these suggestions, and some of the advantages that would attend their adoption, are the following:—

- It is notorious that from personal and local considerations, many incompetent persons are appointed, under the present system, to this important office.
- 2. When an individual holds the office for a single township, the remuneration is so inadequate that, unless a deep interest is felt in our Schools, the duties of the office will be but νετy imperfectly performed.
- Superintendents would thus have a wider influence, command more of public respect, and effect more in behalf of our Schools.
- The additional outlay required to make up an adequate compensation, would be amply repaid in the increased efficiency of the Schools.

To this I would add the suggestion that such Superintendents should be instructed to form Teachers' Institutes, and to give instruction to them, by way of lectures or otherwise.

### From William Rath, Esq., Local Superintendent for the County of Huron, Mitchell.

I may state in commencing that I have a high opinion of the School Act as a whole: it is sound in principle, and full in its details, yet capable of improvement in this latter respect.

- 1. Assentes Landholders.—The language employed in the 9th clause of the 11th section has led many to think that a Section tax levied by Trustees, can only apply to residents;—there is a numerous class of people that are neither fresholders nor householders, viz., absentee leaseholders. The term rateable or taxable property as used in the 17th section is the proper one, the same terms should be used in both sections.
- 2. ALTERING SCHOOL SITES.—The power of Township Councils to alter School Sections is still a matter of dispute, notwithstanding your re-



peated opinion; many think that the consent of the majority must be first obtained, and I confess myself among the number, the 4th clause of the 18th section states that it must be done at the request of such majority,—the meaning might easily be made clearer. The power of breaking up Union Schools seems uncertain, and should be made clear.

As to the right place to put the power to alter Sections, and under what restrictions, is a question of some importance. I have still to differ with the Municipal Council of these counties, that Township Councils should have unrestricted power to alter them when they please, there would be nothing settled, no end to change. In some places it would be well enough, but in many places both ignorant and selfish men become Councillors, and there should be some plan to restrict their actions regarding schools. I have no better idea than I formerly suggested to you, viz., to give Councils the power to appoint a Board of some three or five men to make a survey of a township and to lay out all the School Sections, to have their arrangements made final for a period of years, say three or five, unless altered by the consent of the majority of each of two Sections requiring a change, and at the end of such period of time to have a re-survey.—I merely give this as a suggestion.

- 8. Union Schools.—The arrangement about Union Schools, though satisfactory as a temporary act might be improved in a permanent one. The power is now in the hands of Local Superintendents, of course the more power they possess the greater the responsibility and liability to blame,—it would be better to fix the plan of paying money by Act of Parliament. Is there any good reason for paying the Government grant to townships in place of to counties, or circuits of a Local Superintendent?-by the present plan some schools are far better paid than others, for instance where there is a large population and but few schoolstownships where the people make the greatest effort to start schools receive less money for each school than in townships where the people are indifferent. The money received by each school is diminished in proportion to the efforts made by the township; if the money was paid to a county there would be a larger area to work in, and would better carry out the principle of paying money in proportion to local effort, which I am fully satisfied is the true principle on which to grant legis. lative assistance; if this plan could be adopted there would be no trouble in dealing with Union Schools, as they could then be treated as any other schools. As far as regards union it would save trouble, for if the public money of each township be kept separate a teacher of a union will have to go to one treasurer for part of his pay and to another for the rest, there will be more account keeping too for Treasurers, Auditors and Local Superintendents.
- 4. AUDITING SCR. OL ACCOUNTS.—Where the public money is paid by the County Treasurer (which is seldom the case) there is no difficulty in complying with the requirements of the 5th clause of the 27th sect. of the School Act, but when Sub-Treasurers are appointed [by the County Council] for the sake of convenience, a difficulty arises that the law does not provide for, viz., County Auditors must either travel over the county to audit the Sub-Treasurers books, or Sub-Treasurers must take their books and vouchers to the county town. I think there should be a provision making this the duty of Township Auditors, (where Sub-Treasurers are employed,) and to compel them to furnish the County Clerk with a copy of their reports in due time, under a penalty to be recovered by the prosecution of the Local Superintendent before any Justice of the Peace. [Note, It is entirely in the hands of the County Council to make the arrangements here suggested, as the Sub-Treasurers of school money are county officers.]
- 5. Taxing Non-Residents.—In places like the Huron Tract, where there is a great deal of non-resident property in most sections, trustees are often embarrassed and teachers kept out of part of their pay for some time by the difficulty of collecting taxes from non-residents. The best way at present is to have their taxes imposed by a Township Bye-Law, but even there is a long delay. In the meantime trustees cannot discharge their teacher (should he not suit them) neither can they impose a fresh tax on residents to make up a defliciency already levied but not collected, this is an obstacle in the way of free schools, I fear it will not be very easy to remedy this difficulty, perhaps a short

and sure method of enforcing payment from absentees could be devised, if not power could be given to raise the uncollected balance off residents or those sending to the school. I think those who send would have the best right to pay it. As it would be unfair to subject residents who have no children to any greater burdens than non-residents. The present power of trustees to sue non-residents will not avail much, as they are often scattered through the county where they cannot be found

- 6. TRUSTEES' REPORTS.—Out of 35 Trustee reports that I have received there is not one correct,—they all shew the actual amounts received and paid teachers, instead of the amounts provided or levied, it is the teachers that fill the reports for the Trustees, this uniform agreement about what they suppose required shows what they understand to be the design of the heading of the columns. It would save Local Superintendents a great deal of trouble if the headings of the columns were altered.
- 7. School Vierts.—I think it desirable to continue the late provision regarding the number of official visits required from the Local Superintendents. The amount of salary suggested to County Councils by the School Act, bore no proportion to the labor imposed, and caused frequent charges to be made in the appointment of Local Superintendents
- 8. School Code, &c.—I would further suggest that the laws be all embodied in one fresh act, and the present ones sotally repealed;—it will be so much more convenient for the people to find the law all in one place. I have decided opinions on some principles now before the public—such as Sectarian schools, making schools entirely free by Provincial action, &c., but, as I understand your circular, it is not the intention of the Legislature to introduce new-principles so much as to perfect details, I will content myself with the foregoing suggestions hoping that you may find in them something worthy of consideration.

From S. Doan, Esq., Local Superintendent, Crowland, Merritteville.

Supporting Schools.—The Township Council should be empowered to tax each school section within its limits, for a sum sufficient (in addition to the legislative grant,) to keep open a school at least six months in the year, say at four pounds per month; and to impose a supplementary tax, at the request of the Trustees, for any additional sum required to pay the teacher.

Union Schools.—But one Township Council should be authorized to assess a union school section; and the money thus collected should be paid to the Treasurer of the Township in which the school house stands. The Trustees of said union section to have access to no other school fund.

From the Rev. E. Sheppard, Local Superintendent of Malahide and South Dorchester, London.

APPORTIONING SCHOOL MONEY.—During the past year the subject of the apportionment of the Government Grant was taken into consideration at an adjourned meeting of the County Board of Public Instruction, for the United Counties of Middlesex and Elgin, when I proposed "that a definite sum be given to each school section, in proportion to the time the school is kept in operation during the year,—say \$100 for a year, \$75 for nine months, \$50 for six months, and \$25 for three months; and that the sums necessary to make up the amounts, be raised by Provincial taxation, if the present grant prove insufficient." With which proposal the members present unanimously agreed.

ADDRESS FROM THE SCHOOL OFFICERS IN THE TOWN OF SIMCOE.

To the Rev. E. Ryerson, D.D., Chief Super. of Education, &c. &c.

REVEREND SIR.—The Board of School Trustees and the Local Superintendent of schools for the town of Simcoe have great pleasure in greeting you on this your first official visit, and in bidding you sincere and cordial welcome to this your native County.

They have also great pleasure in communicating to you the unanimous feeling of respect and admiration with which the local school authorities of this Municipality have marked your untiring zeal and long-continued exertions in the sacred cause of universal education; resulting in the highly-improved system of general education, now so prevalent throughout the length and breadth of the Province; and in the extended diffusion of that meral intelligence among the community

which gives a certain guarantee of a steady progression to still higher

They have great pleasure in availing themselves of this opportunity of pointing out to you the very great change which has taken place in this community, in favour of Free Schools,—a change, they have no doubt, in a great measure produced by your able advocacy of the principle that Free Schools are essential to the perfect education of a peoffe. The schools in this Municipality are now Free, and are so by the voice of a large majority of the people themselves, deliberately declared at a protracted and keenly contested election of Trustees, of two days duration, in January last.

Anticipating much benefit to the cause of education, and much pleasure from the interchange of views and feelings on this first visit to our highly favoured County, we beg to tender you our best wishes that every happiness and success, with the Divine blessing of Providence, may attend you in the good work in which you are so carnestly

On behalf of the Board of Trustees and School Officers of the Town

WM. M. WILSON.

· Chairman Board Trustees of Common Schools, Simcoe. STEPHEN J. FULLER,

Secretary and Treasurer.

Simcoe, County Norfolk, Feby. 10, 1853.

### OPINIONS OF THE PRESS.

## COUNTY SCHOOL CONVENTIONS.

[From the Toronto Examiner, of the 28rd February.]

The nature of the proceedings reported in the School Convention which will be found elsewhere in our columns, gives it a character of more than sectional or local interest. The school system of Upper Canada finds in the Chief Superintendent an exponent of no mean abilities. In saying this, we do not profess ourselves admirers of some of the provisions of that system; much less of the public movements of its author; but recent events in our educational economy have tended, we must admit, to harmonize his views with popular feeling in this Province; and wherever his efforts are directed to the development and preservation of common educational institutions, he will readily have the sympathies and co-operation of the great bulk of the people of Western Canada.

### [From the Canadian Free Press, of the 17th February.]

In this number we publish the minutes of the School Convention held in this town, on the 8th instant, by the Rev. Dr. Ryerson, Chief Superintendent of Schools. The Rev. Dr. since his appointment to the office which he now holds, has been indefatigable in the discharge of his duties, has made himself, by foreign travel, and personal observation of the various European systems, as well as by diligent study, perfectly conversant with the subject of public education; and has largely infused into the common school system of Canada the results of his knowledge and experience. It is somewhat gratifying to know, and not a little flattering to our pride, that our system is favourably noticed by educationists in other states, (a fact fully brought out by the Superintendent in the course of his observations,) and that we are probably in advance of some older states in which a system of common school education has been much longer established, with ever-accumuschool education has been much longer established, while ever-accumulating facilities for still more rapid progression in our onward march. Taking the educational institutions of this country as a whole, we do not think there is much for us to envy in the kindred institutions of other countries, whether in Europe or America—a fact which casts a beam of light upon the glorious future of Canada. This is attributable to the prevailing public sentiment which has long existed in Canada in favour of large facilities for the education of the young—and whatever scheme has at any time been proposed, either by the Government or others, likely to contribute effectually to this end, has been warmly and generously supported. The labours of such a man as Dr. Ryerson could not fail to be crowned with triumphant success—as the labours of the skilful husbandman expended upon a generous and prolific soil. The country was fortunate in securing the services of a man so eminently qualified to discharge the duties, in the educational department imposed upon him by the Representative of the Sovereign, and he was fortunate in having a suitable and fertile field upon which to bestow his labours. It is now upwards of ten years since an Act was passed for the establishment of Common Schools in Canada, and since that time progressive improvements have been made in harmonizing the system with the municipal institutions of the country, rectifying its details and rendering it more comprehensive and efficient in its char-

acter. For most of its improvements it has been indebted to the Chief Superintendent; et honor cui honor debetur. That it has yet been fully perfected, is more than could be expected, considering the difficulty of the task of engrafting a system of education-in great part supported by the voluntary contributions or voluntary taxation of the people-upon our liberal and highly democratic institutions, so as to be at the same time popular and efficient—sufficiently concentrative to give it vitality, strength of action, and uniformity—and sufficiently diffusive in its character and management to render it completely under popular control.

Under these circumstances the educationist or the politician cannot sit down and form a theory such as he might think abstractly the best: but the best that can be carried out in the nature of the case. That our school laws and system of education are still susceptible of much improvement, is very likely felt by the Chief Superintendent; and the object of his journey through the Province, and of the series of school conventions recently held, was to elicit public opinion as to the working of the system; its deficiencies, and the measures to be adopted for still farther perfecting it. The resolutions passed at the "convention," which was unanimously attended by the trustees and teachers of the county, will afford some idea to the reader of the practical results of the meeting, as far as regards the expression of public opinion; but the proceedings should have been reported, in order to give any idea of the interest awakened by the lucid exposition of the principles of the sehool law, by the Chief Superintendent, and ready and satisfactory answers to such questions regarding its working as were propounded for solution. During the convention an interesting discussion was excited by the Rev. Mr. Pollard, desiring to be informed what the proposition of the rev. what provision was made in the law for the introduction of the religious element into our common schools. The Dr. entered into a full exposition of the law, and of the regulations of the Council of Public Instruction upon this point, from which he proved that ample provision was there made, but that as to the manner in which it should be carried out, it was left to the local Board of Trustees, the presumed exponents of public sentiment. He defended at length, and to our mind with perfect success, the wisdom of the law, in reference to religious instruction, as it exists, and its adaptation to the peculiar circumstances of the country.

### FREE SCHOOLS IN UPPER CANADA.

### [From the Huron Signal of Thursday, Jan. 20, 1858.]

The annual public school meeting was held at Goderich, on Saturday, the 15th inst., at which the great principle of Free Schools was discussed. We are glad to record that benevolence, intelligence, and social and Christian duty have triumphed. Free schools have gradually been gaining the ascendancy throughout the Province, and in scanning the pages of the Report of the Chief Superintendent of Schools for the year 1851, we are much pleased with the weight and multiplicity of the testimony adduced from the reports of Local Superintendents and Boards of School Trustees in favor of this truly benevolent,

patriotic, and national principle.

We have ever regarded elementary education as a national work, a work which it ought to be the pride, as it is the interest, of the nation to carry out thoroughly. We will not enter here into the examination of the powerful arguments which have proved the desirableness of national education; this has been acknowledged in every civilized country where any other than a despotic government exists. The theory is no longer tenable that "education makes people difficult to govern;" but it is the anxiety, as it is the duty of every enlightened statesman, not only by education to fit the mass of the people to be governed, but also to prepare them to take part in the government of

The work being a national one, the development of the system nationally adopted ought to be the care of every locality. It is true that the law of the land, although it provides for, does not yet obligeus to have free schools; but judging from the testimony in the report of the Chief Superintendent, as well as from our own observation, it will not be long before the laws of our country will determine that education shall be free—that however diversified the pecuniary postitions of our population may be, with regard to the ability to obtain an education all shall be placed upon an equal footing. This is what we fondly anticipate, and every man of intelligence will agree with us, that there should be no embargo upon education, but that, like the air we breathe, it should be free to be inhaled by all. The earnest desire, then, of the friends of humanity and education in every locality, will be to introduce in its most liberal phase, our certainly very superior system of provincial education. They will be encountered by much selfishness, and in many localities by that worst manifestation of selfishness—sectarianism. School Trustees and others having influence in the management of our public schools, should remember that their duty is a public one, and that they should so control the schools committed to their charge, that the whole population of every persuasion

may, without fear or prejudice, commit their offspring to the beneficial influences to be there exerted. We consider that in our common schools the broad basis of an education ought to be laid, it is there the tools must be furnished to the pupils, who, as they advance in years, may use them as circumstances require; and the Teacher or Trustee who, instead of laying a sure foundation, vainly attempts to rear a political or sectarian superstructure, while he greatly exceeds his duty in one sense, falls far short of it in another. "Unity is with regard to schools as with other popular institutions, and it is well known that it is much easier to support one or more large schools, than to keep a multiplicity of small ones; there is a greater economy of labor, of time, and of money in this centralizing system, and the friends of education should be willing to waive the petty prejudices of sect, and otherwise obviate them, in order to come at a tangible and successful system of management. Our common schools should not only be free, and well and broadly based, but they must also be well taught. For this the Trustees are answerable; it is their duty to provide the best instructor it is in their power to obtain; they may, it is true, occasionally be imposed upon, or be unfortunate in their choice of a Teacher, but there is now a much better selection than formerly, and the Trustees who employ an incompetent, when a competent Teacher can be procured, and especially under the Free School system, are guilty of squandering the funds of the public, to whom they ought to be amenable.

Good school-houses of course are requisite, and in every locality should be large and well ventilated, and in our schemes for local improvement they should be remembered, for what is more worthy of our consideration than the health and prosperity of our children-

generation which will succeed us on the stage of life.

### NOTICE TO CORRESPONDENTS.

"W. J. R.," Hornby.—Your communication being anonymous is valueless. 44 T. C.," Chatham.—With pleasure we shall, in the proper place, avail ourselves of your kindness.

"W. F. C.," London.—The account has been enclosed to the County

Clerk for payment.

Our thanks are due to the State Superintendents of Indiana and Wisconsin; to the Secretary of the Board of Education, Massachusetts; to the Superintendent of Lower Canada, of Boston, and to the Secretary of the Regents of the University of the State of New York and other gentlemen for important and valuable documents relating to Local History and Education.



TORONTO: MARCH, 1858.

### PROVINCIAL CERTIFICATES OF QUALIFICATION.

It is the intention of the Chief Superintendent of Schools, in accordance with the 44th section of the School Act, to give Certificates at the close of the present and future sessions at the Normal School to teachers of Common Schools, duly trained in that institution and recommended by the masters thereof, after sufficient examination. These Certificates will be attainable by students who have attended the Normal School during previous sessions, upon their undergoing the requisite examination, which they can do by joining any class in training during the regular periods of examination, which occupy about six days at the termination of each session.

No Certificate will be granted to any applicant except upon the terms above specified. The periods of examination will commence about the beginning of the second week in April and October. Parties who are anxious to obtain a Certificate would do well to join the class some days before the examination commences.

The following is the section of the Act, under the authority of

which the Provincial Certificates will be issued by the Chief Superintendent of Schools:-

"44. And be it enacted, That it may and shall be lawful for the Chief Superintendent of Schools, on the recommendation of the teachers in the Normal School, to give to any teacher of Common Schools, a Certificate of qualification which shall be valid in-any part of Upper Canada, until revoked according to law: Provided always, that no such Certificate shall be given to any person who shall not have been a student in the Normal School."

### THE PRINCIPLE OF APPORTIONING THE SCHOOL FUND.

Extract from a letter addressed to the Department of Public Instruction for Upper Canada, by the Trustees of a rural School Section.

"The following resolutions were passed at a special meeting, called by the Local Superintendent in our school section, for the purpose of electing a Trustee, and deciding on the manner of raising the Teacher's salary for the current year.

"The special meeting had been rendered necessary because the

annual meeting had not been conducted legally.

" Resolved, - 'I hat the parents or guardians of each pupil pay at the rate of 7s. 6d. currency, per quarter, for each child attending school, and such further sum as may be necessary to pay the teacher's salary. And, That no part of the teacher's salary be raised by general assessment.'

"The promoters of the passing of the above, maintain that they have made ample provision for the maintenance of the school, and that their proceedings are strictly in accordance with that part of the School Act that provides for the guidance of annual meetings. They further assert that they are acting under the advice of the Reeve of the Township, who, being a magistrate likewise, is, in their opinion, fully competent to advise in the matter.

"Our object in now troubling you is to ascertain whether we can act upon the resolutions, and collect an indefinite rate-bill, or fall back on the rate-bill formerly charged, which was 5s. per quarter, or, in short, what would be the best course to pursue under the

circumstances?

"We may further add that, the meeting was made fully aware of the nature, and provisions of the School Act, and of the tenor of

the 2nd clause of the Act passed 10th November last.

"This section has suffered severely from the change in the distribution of the School Fund. We do not receive from the grant and assessment combined, as large a sum as the direct school tax This arises from paid by the property in the section amounts to. a paucity of children within the school age, and this fact makes the people more determinedly hostile to any voluntary and further tax for school purposes. The great proportion of the School Fund in this township is absorbed by the non-incorporated villages, which comparatively, pay very little school tax. It would tend greatly to the easy and satisfactory working of the school-bill, if this practical and keenly-felt grievance was redressed without delay."

### EXTRACT FROM THE REPLY.

"In reply I have to state that, you are bound to comply with the resolutions of the meeting which you enclose, as far as it is practicable for you to do so. You can charge even at the excessive rate per quarter specified, for each child attending the school; and then at the end of the year avail yourself, if necessary, of the authority vested in you by the latter part of the 7th clause of the 12th section of the School Act. The latter part of the resolution enclosed, forbidding the exercise of that authority by the Trustees, is null and void, being illegal in every respect. No public meeting, of any description, has authority virtually to repeal any portion of an act of the legislature; for none but Parliament itself can step in and forbid the exercise of a right which it alone confers.

"It will be obvious, upon reflection, that no principle more just and equitable in itself can be adopted, upon which to base the distribution of the School Fund among the different school sections, than that of the average attendance of pupils; but if school sections themselves will persist in adopting arbitrary resolutions, and otherwise



prevent the legitimate operation of that principle, they alone are to blame, and not the School law. Small school sections, together with such resolutions as you enclose, must inevitably have the effect of reducing the allowance to your section from the school fund to a merely nominal sum; while, sections which adopt a more generous system of management for their schools, enjoy that which your own want of enterprise and zeal prevents you from obtaining: but you should be cautious in charging that deficiency upon the School Act, when your section has deliberately done all in its power to defeat its beneficial operation, and to bring about the very result which you as well as this Department must deplore. The law was designed to assist those who educate most and longest, and sustain their school generously and continuously; and not those who pursue an opposite course: in other words, it helps those who help themselves.

"If the number of pupils between the ages of 5 and 21 years, resident in your section, is small, you should endeavor to extend your boundaries, so as to include a larger number, and thus lessen the necessary school tax by increasing your capabilities of obtaining a larger proportion of the school fund than now falls to your share."

# LORD ELGIN ON PERSONAL RESPONSIBILITY IN PUBLIC MEN.

The following excellent remarks were made by His Excellency the Governor-General, at the conclusion of a lecture delivered by the Rev. Dr. Wilkes, at the Mechanics' Institute in Montreal, a few years since:—

"Just in proportion as men ascend in position and influence, their The higher they stand, the responsibility to society increases. more necessary is it that their principles should be sound, their ground secure, and their affections pure. They must not be ashamed to borrow an example from vegetable life. A few tender roots would support the oak sappling, when it first appeared above ground; but when it became a tall and stately tree, when it threw out its branches and multiplied its leaves, presenting a wider surface to the dews of the morning, and the bright influence of the king of day, in order that it might receive additional nourishment, and be in no danger from the blasting brightness of the noon-day, its roots must be firmly fastened in the soil. Such should be the situation of those, who, while they rise in society, build their advancement upon 'sure and steadfast' principles. When men build upon a false foundation, how far soever they may rise, the greatness of their advancement, would but prove the prelude to their fall."-P. H. Watchman.

### CO-OPERATION OF THE PRESS.

The editor of an excellent paper in the Western part of the Province and a County Superintendent of Schools, thus concludes an official letter to the Chief Superintendent:—"I intend during the present year to make as full reports in my paper, on all educational matters, as possible. I think such a course might conduce much to the success of Common Schools in this county."

### RESOLUTIONS

PASSED AT THE COUNTY SCHOOL CONVENTIONS LATELY HELD IN THE DIFFERENT COUNTIES OF UPPER CANADA, BY THE CHIEF SUPERINTENDENT OF SCHOOLS.

I. RESOLUTIONS RELATING TO THE EXTENSION OF THE POWERS OF TRUSTEES IN DECIDING UPON THE MANNER OF RAISING SCHOOL MONEYS.

COUNTY OF LINCOLN.

Meeting at St. Catharines on the 24th of January, 1853.

E. S. Adams, Esq., Mayor of St. Catharines, in the Chair;
W. F. Hubbard, Esq., A. M., Secretary.

"Resolved,—That it is desirable that Trustees be empowered to decide the manner in which moneys are to be raised to maintain the schools, free or otherwise."

#### COUNTY OF WELLAND.

Meeting at Merrittsville on the 25th of January.

John Hellems, Esq., in the Chair; N. L. Holmes, Esq.,

Secretary.

"Resolved,—That the Trustees, as representatives of the respective school sections, be authorised to decide upon the manner in which their schools shall be supported, free or otherwise, until such times as other provision shall be made by either the Municipal Council or Provincial Parliament."

UNITED COUNTIES OF WENTWORTH AND HALTON.

Meeting at Hamilton on the 27th of January.

R. Spence, Esq., ex-Warden, in the Chair; S. Brega, Esq., Secretary.

Moved by John Heslop, Esq., Warden of the County, and seconded by the Rev. Thos. Greene, A.B., Local Superintendent, and

"Resolved,—That the powers enjoyed by the City and Town Boards of School Trustees, in reference to the mode of providing for the support of schools, be extended to Township Trustees."

UNITED COUNTIES OF WELLINGTON, WATERLOO, AND GREY.

Meeting at Guelph on the 28th of January.

James Wright, Esq., ex-Warden, in the Chair; A. D. Ferrier, Esq., Secretary.

Moved by Dr. Clark, Warden of the County, seconded by J. Kirkland, Esq., Local Superintendent, and

"Resolved,—That the power enjoyed by the city and town Trustees, in reference to the mode of providing for the support of schools be extended to Trustees of School Sections in Townships."

UNITED COUNTIES OF HURON, PERTH, AND BRUCE.

Meeting at Goderich on the 31st of January.

R. Gibbons, Esq., Mayor of Goderich, in the chair; Mr. Nicholls, Secretary.

Moved by T. Nicholls, Esq., seconded by John Clarke, Esq., and

"Resolved,—That as Trustees can be changed at the regular meetings for that purpose, it is desirable that such should in Townships, as now in towns and cities, be allowed to determine the manner in which their schools should be supported."

### COUNTY OF LAMBTON.

Meeting at Port Sarnia on the 2d of February.

Capt. R. E. Vidal, R. N., in the chair; E. Watson, Esq., Secretary.

Moved by A. Young, Esq., seconded by Mr. Buchanan, and

"Resolved,—That this convention deems it expedient to leave the method of supporting schools to the Trustees, with the understanding that before such provision is introduced, the whole of the Trustees now elected be newly elected."

### COUNTY OF ESSEX.

Meeting at Sandwich on the 4th of February.

JOHN SLOAN, Esq., Warden of the United Counties of Essex and Lambton, in the chair; PAUL JOHN SALTER, Esq., Secretary.

Moved by James Dougall, Esq., seconded by Mr. Langton, and

"Resolved,—That it is the opinion of this Meeting that Trustees in School Sections in Townships, should be vested with powers similar to those possessed by Trustees in Towns."

[At the Conventions held in the Counties of Kent, Middlesex, Elgin, and Oxford, resolutions were passed in favor of a Provincial system of Free Schools, supported by a public tax. See the second class of resolutions hereto annexed.]

#### COUNTY OF NORFOLK.

Meeting at Simcoe on the 10th of February.

Moved by Col. Wilson, seconded by William Wallace, Esq.,

"Resolved,—That, in the opinion of this Meeting, it is extremely desirable that Trustees of Township Common Schools, should be endowed with the same powers as are at present exercised by the Trustees in Towns and Villages."

II. RESOLUTIONS IN FAVOUR OF A PROVINCIAL SYSTEM OF FREE SCHOOLS, SUPPORTED BY COUNTY OR TOWN-SHIP RATES, &c.

### COUNTY OF LINGOLN.

### St. Catherines, 24th of January.

"Resilved,—'That in the opinion of this Meeting it would be an improvement in the Common School Law, if the County Councils, and Township Councils were empowered by law to determine whether the Common Schools in such County, or in such Township (as the case may be) should be Free Schools."

### COUNTY OF WELLAND.

Merrittsville, 25th of January.

"Resolved,—That the County or Township Municipal Councils be empowered to pass a by-law making all the Schools in their Municipalities Free."

UNITED COUNTIES OF WENTWORTH AND HALTON.

Hamilton, 27th of January.

Moved by Alderman McIlroy, seconded by Councillor Spencer, and

"Resolved,—That the question of Free Schools be left for decision to the County and Township Municipalities."

### COUNTY OF ESSEX.

Sandwich, 4th of February.

Moved by Charles Baby, Esq., seconded by John McEwan, Esq., and

"Resolved,—That the Legislature would promote the welfare of the people, by extending the powers of the various Municipal Corporations, enabling them to adopt measures for the establishment of Free Schools, either by a general tax, or by local rate."

### COUNTY OF KENT.

### Chatham, 7th of February.

"Resolved,—That this meeting would prefer to see the system of Free Schools at once established by legislative enactment; but since the Country is not properly prepared for such a step, this meeting is of opinion that the question should be left to be settled by County or Township Councils."

UNITED COUNTIES OF MIDDLESEX AND ELGIN.

### London, 8th of February.

Moved by the Rev. EDMUND SHEPPARD, Local Superintendent, seconded by the Rev. James Skinner, Local Superintendent, and

"Resolved,—That in the view of this Convention, our Public Schools should be supported by a general Provincial tax."

### COUNTY OF OXFORD.

### Woodstock, 9th of February.

Moved by the Rev. W. H. LANDON, Local Superintendent, seconded by C. Goodwin, Esq., and

"Resolved,—That in the opinion of this meeting, to empower the Trustees of the various School Sections to adopt the Free School system without consulting the people at the annual meetings, would be some improvement upon the present system (still a very slight one); as we cannot suppose that many Trustees could be found who would be willing to sacrifice their peace and comfort, by adopting a course even at the call of duty, which would embitter against them the feelings of many of their neighbours; and to authorize the various Municipalities to introduce that system into their respective limits, would be a still greater improvement; never-

theless this meeting is deeply impressed with the conviction that nothing short of a Parliamentary provision for Free Schools for the whole country will meet the wants and wishes of the most intelligent of the people of the Province."

### COUNTY OF NORFOLK.

Simoe, 10th of February.

Moved by the Rev. GEO. BELL, Local Superintendent, seconded by Colonel Wilson, and

"Resolved,—That in the opinion of this Convention, it is expedient that the Legislature of this Province should provide by law for a universal system of education, extending from the elementary branches to the highest departments of training for both sexes; the deficiency of public funds for the support of such system to be made up by general assessment on property, as the only true mode of providing for public instruction."

# III. RESOLUTIONS RELATING TO THE ESTABLISHMENT OF PUBLIC LIBRARIES.

UNITED COUNTIES OF WENTWORTH AND HALTON.

Hamilton, 27th of January.

Moved by Patrick Thornton, Esq., Local Superintendent, seconded by Mr. Bothwell, and

"Resolved,—That the Local Superintendents of the United Counties form themselves into a committee of correspondence, to ascertain the wishes of School Section Trustees on the establishment of School Libraries.

# UNITED COUNTIES OF WELLINGTON, WATERLOO, AND GREY. Guelph, 28th Junuary.

The Convention considered that the system of Township Libraries was preferable to that of County or School Section Libraries.

### COUNTY OF PERTH.

Stratford, 29th January.

The opinion expressed by the Convention was similar to the fore-going.

UNITED COUNTIES OF HURON AND BRUCE.

Goderich, 31st January.

A motion was unanimously adopted in favor of Township Libraries.

### COUNTY OF LAMBTON.

Port Sarnia, 2d February.

Moved by Captain HYDE, R.N., seconded by H. GLASS, Esq., and "Resolved,—That the plan for Township Libraries, as suggested by the Chief Superintendent of Education, be approved of by this Convention."

### COUNTY OF ESSEX.

Sandwich, 4th February.

Moved by Col. PRINCE, M.P.P., seconded by Dr. VERVAIS, Local Superintendent, and

"Resolved,—That it appears to this meeting that Township Libraries would be preferable to either Section or County Libraries."

### COUNTY OF KENT.

Chatham 7th February.

Moved by A. M'KELLAR, Esq., seconded by Dr. Cross, Local Superintendent, and

"Resolved,—That it is the opinion of this meeting that the establishment of Township Libraries would be more conducive to to the general diffusion of knowledge than to have only one in each County; and this meeting hopes that the several Municipalities will avail themselves of the application about to be made to them by the Chief Superintendent, to raise the necessary funds to meet the legislative apportionment for that important purpose."

UNITED COUNTIES OF MIDDDLESEX AND ELGIN.

London, 8th February.

Moved by J. W. Kerr, Esq., seconded by J. Putnam, Esq., and "Resolved,—That the establishment of Township Libraries



appears to us far preferable to that of County or School Sectional Libraries."

COUNTY OF OXFORD. Woodstock, 9th February.

Moved by George Alexander, Esq., Local Superintendent, seconded by J. M'Kee, Esq., Local Superintendent, and

"Resolved,—That this meeting approves of the proposal of the Chief Superintendent to establish Township in preference to County School Libraries; and would recommend that in any regulations to be adopted for that purpose, the wants and conveniences of all such School Sections as are willing to co-operate should be attended to."

COUNTY OF NORFOLK.

Simcoe, 10th February.

Moved by Stephen J. Fuller, Esq., seconded by M. H. Foley, Esq., and

"Resolved,—That, in the opinion of this Convention, the establishment of Township, Town, and Village Libraries would be greatly conducive to the diffusion of general knowledge, and would be preferable to County or School Section Libraries."

COUNTY OF BRANT.

Brantford, 11th February.

Moved by the Rev. W. RYERSON, seconded by W. MOYLE, Esq., and

"Resolved,—That it is the opinion of this meeting that County Libraries with Township Branch Libraries will be most likely to meet the present wants of the County of Brant."

United counties of york and peel.

\*\*Toronto, 16th February.

Moved by Rev. R. DICK, Toronto, seconded by Mr. J. WARD, of Etobicoke, and

"Resolved,—That in the judgment of this Convention, a Library should be established in each Township, and distributed among the School Sections, so as to secure a systematic circulation of the whole; that each section may in due time have access to any book in the Township Library."

### IV. MISCELLANEOUS RESOLUTIONS.

London, 8th February.—Moved by the Rev. W. F. CLARKE, Local Superintendent, seconded by the Rev. E. Sheppard, and

"Resolved—That this Convention expresses its satisfaction with the provisions of the School Act, and the Regulations of the Provincial Council of Public Instruction, as it respects the moral and religious instruction of our children and youth."

Moved by Mr. John Campbell, seconded by Hamilton Hunter, Esq., and

"Resolved—That it is the opinion of this meeting that the Chief Superintendent of Schools should recommend such alterations in the School Act, as will secure the appointment of Local School Superintendents whose literary qualifications render them suitable for the office. That the way to accomplish this object is to provide that the Superintendent may have a sufficiently extensive jurisdiction to occupy all his time and attention; that an adequate salary be attached to the office; and that some standard of literary qualifications be adopted to render parties eligible for appointment."

Woodstock, 9th February.—Moved by the Rev. Mr. Ball, seconded by the Rev. Mr. Wallace, and

"Resolved—That this meeting, having marked with deep regret that a powerful movement has been made in certain quarters to perpetuate and extend the evils of sectarian education, and having marked with deep interest and heartfelt approbation the noble stand against this evil taken by the Chief Superintendent of Schools, and feeling that any concession made on this subject is a precedent fraught with incalculable evils, tending ultimately to destroy our national system of education, needlessly and cruelly separating the children of the community, and fostering those bitter sectarian animosities which have ever produced so much unmixed evil, would desire heartily to support the Chief Superintendent in any steps he

amay take to abolish all sectarian distinctions in the Common School Law."

Moved by Mr. C. Goodwin, seconded by Mr. J. Izard, and

"Resolved—That this meeting highly approves of the list of books selected by the Rev. Chief Superintendent for the use of Public School Libraries in Canada, and desires hereby to express its admiration of the extraordinary labor he has devoted to the selection of so large and almost perfect a list, and also his gratitude for this and all his other able and long-continued efforts to advance the educational interests of the country."

Simere, 10th February.—Moved by the Rev. FRANCIS EVANS, seconded by the Rev. George Bell, and

"Resolved—That it is the opinion of this Convention that the appointment of one Inspector of Schools in each County, instead of several Local Superintendents as at present, will highly conduce to the improvement of education—such Inspector to be selected and and appointed by the Government."

Moved by Col. Wilson, seconded by the Rev. F. Evans, and

"Resolved.—That the thanks of this Convention be tendered to the Rev. Dr. Ryerson, for his able exposition of the School Law, for his valuable assistance at this meeting, and for his unwearied and successful efforts in advancing the educational interests of this Province."

Merrittsville, 25th January.—Moved by Mr. Thos. Burgar, seconded by Mr. Andrew Van Alstine, and

"Resolved—That a vote of thanks be tendered to the Chief Superintendent for the full and satisfactory explanations of questions this day submitted, and for his untiring zeal in behalf of the education and prosperity of the present and rising generation."

Guelph, 28th January.—Moved by Dr. Clark, Warden of the County, seconded by John Harland, Esq., and

"Resolved—That the high obligations felt by this Convention to Dr. Ryerson for the information communicated, and for the interest manifested by him in the educational prosperity of the country, are hereby expressed, and the thanks of this meeting tendered to him."

Port Sarnia, 2d February.—Moved by Captain HYDE, R.N., seconded by the Rev. G. J. R. SALTER, A.B., Local Superintendent, and

"Resolved—That a vote of thanks be given to the Rev. Dr. Ryerson, for the lucid and important statements with which he has this day favored the Convention."

Sandwich, 4th February.—Moved by Col. PRINCE, M.P.P., seconded by W. D. Baby, Esq., Sheriff of the County, and

"Resolved—That the thanks of this meeting be given to the Rev. Dr. Ryerson, Chief Superintendent of Education, for the lucid and able exposition which he has delivered to this meeting, on the subject of education and schools in Upper Canada, and for the able exercise of the duties of his high office in the cause of education."

Toronto, 16th February.—Moved by Mr. A. WARD, Reeve of Etobicoke, seconded by Mr. McMullen, and

"Resolved—That the thanks of this Convention be given to the Chief Superintendent of Education for the great industry and zeal which he has shown in the promotion of the educational interests of the Province, and insecuring the establishment of the present Common School System."

[Votes of thanks were also passed, viva voce, at the other County School Conventions.]

School Legislation in the State of Ohio.—The Ohio Journal of Education for January states that "the New School Bill has been under discussion in the Senate; and has passed through the Committee of the Whole, and been referred back to the Standing Committee. The discussions have been been marked with ability, spirit, and fairness. The indications are, that the features of the Bill relating to a State Superintendent, to the amount of School funds and to District Libraries, will be



passed substantially as they were originally reported; that all school funds will be raised by a state, instead of a county tax; that the provision for County Superintendents will be struck out; and that the organization of the Township Boards of Education will be so modified as not wholly to do away with the present District system."

# POPULAR EDUCATION ON THE CONTINENT OF EUROPE.

According to Mr. Kay's works on the Social Condition and Education of the Poor in Europe, "it is a great fact that, throughout Prussia, Saxony, Bavaria, and many others of the German States, besides Norway, Denmark, Switzerland, and the Austrian Empire, all the children are at the present time actually attending school, and are receiving a careful education—religious, moral and intellectual—from well instructed and efficient teachers. All the youth of Holland, besides a great part of those in France, below twenty-one years of age, can read, write and cypher, and know something of the Bible and the history of their own country. The children of the poor in Germany, are, in many parts, so clean, so ready to acquire learning, and so much polished in their manners, that the rich often send their children to the schools intended only for the former class.

"I remember one day," says Mr. Kay, "when walking near Berlin, in company with a Professor in the Normal College, we saw a poor woman in the road, cutting up logs of wood for winter use. My companion pointed her out to me, and said, 'Perhaps you will scarcely believe it, but in the neighbourhood of Berlin, poor women, like that one, read translations of Sir Walter Scott's novels, and many interesting works of your language, besides those of the principal writers of Germany.' This account was afterwards confirmed by the testimony of several other persons. Often have I seen the poor cab-drivers of Berlin, while waiting for a fare, amusing themselves by reading German books, which they had brought with them in the morning, expressly to occupy themselves with in their leisure hours.

"In many parts of the country, farm-labourers and the workmen of the towns, attend regular weekly lectures or weekly classes, where they practice singing, or learn drawing, history, or science. The intelligence of these people is apparent in their manners. The German, Swiss, or Dutchman, who has been brought up under this system; that is, those under forty years of age, is generally distinguished by a proper dialect. They speak as their teachers speak—clearly, grammatically, and without hesitation—in a manner that assimilates the humblest to the man of wealth and superior education."

### THE BRITISH CONSTITUTION.

What has been said of the Roman Empire is at least as true of the British Constitution. "Octingentorum annorum fortuna, disciplinaque, compages heec coaluit, que convelli, sine convellentium exitio non potest." This British Constitution has not been struck out at a heat by a set of presumptuous men, like the Assembly of pettifoggers run mad in Paris.

"Tis not the hasty product of a day,
But the well-ripen'd fruit of wise delay."

It is the result of the thoughts of many minds, in many ages. It is no simple, no superficial thing, nor to be estimated by superficial understandings. An ignorant man who is not for enough to meddle with his clock, is, however, sufficiently confident to think he can safely take to pieces and put together at his pleasure a moral machine of another guise, importance, and complexity, composed of far other wheels, and springs, and counteracting and co-operating powers. Men little think how immorally they act in rashly meddling with what they do not understand. Their delusive good intention is no sort of excuse for their presumption. They who truly mean well must be fearful of acting ill. The British Constitution may have its advantages pointed out to wise and reflecting minds, but it is of too high an order of excellence to be adapted to those which are common. It takes in too many combinations, to be so much as comprehenped by shallow and superficial understandings. Profound thinkers will know it in its reason and spirit. The less inquiring will recognize it in their feelings and their experience. They will thank God they have a standard, which in the most essential point of this great concert, will put them on a par with the most wise and knowing.—Burke.

## Miscellaneous.

### MARCH.

The stormy March is come at last, With wind and cloud, and changing skies; I hear the rushing of the blast, That through the snowy valley flies.

Ah! passing few are they who speak, Wild, stormy month, in praise of thee; Yet, though thy winds are loud and bleak, Thou art a welcome month to me.

For thou, to northern lands again
The glad and glorious sun dost bring;
And thou hast joined the gentle train,
And wear'st the gentle name of Spring.

And in thy reign of blast and storm, Smiles many a long, bright, sunny day, When the changed winds are soft and warm, And Heaven puts on the blue of May.

Then sing aloud, the gushing rills, And the full springs from frost set free; That, brightly leaping down the hills, Are just set out to meet the sea.

The year's departing beauty hides, Of wintry storms the sullen threat; But in thy sternest frown abides A look of kindly promise yet.

Thou bring'st the hope of those calm skies, And that soft time of sunny showers, When the wide bloom on earth that lies, Seems of a brighter world than ours.

BRYANT.

### THE SCHOOL OF THE SECTION.

We always take a deep interest in all efforts to promote common school education. The cause is one of the noblest ever engaged in.—
Its objects reach far away into the future and take hold of the stability, character and permanency of all our free institutions.

The improvement in the public mind in relation to this matter, is most gratifying. Yet there is a wide space for still farther activity in the promotion of interests so vitally important to society. Such interests should receive the earnest and unfaltering support of every member of the community. To many the matter of common school education presents but the dull routine of mechanical operations—the monotonous exercises of reading, writing, ciphering and spelling. And yet under such slow process, human mind is developing and maturing, and impressions given which shall mould character for eternity. The vibrations of the school-room give tone to a life time. Indeed, the teacher of youth occupies one of the most responsible positions on earth.

School-rooms are cheaper than court-rooms—teachers cheaper than sheriffs and judges—education in youth, cheaper than State prison and the scaffold in manhood. Gen. Harrison once said to a man who was about to build a high fence to keep the boys from stealing his fruit on the Sabbath, "Are not Sabbath Schools cheaper?" The thought embodied a world of truth.

Were we to select a spot for a residence, we should look well first to the character of the community in the matter of schools. We should first look at the school-house and into it. We should attend a school meeting and see the people together, and learn the extent and liberality of their views, and the quality of teachers employed.

We would shun the niggardly—the penny skinning community.—Such communities esteem an old shell on the bleak hill, through every side of which the wintry wind whistles a fit place for their children; the man who can set copies and do "sums" in rule of three and flog children that ought to be flogged at home, a competent teacher; and the education which consists in mechanical parsing, dull reading and wretched writing, a sufficient education. The age moves on while such communities are slumbering in a half bushel.

But in the wide waste of old, weatherbeaten and crumbling school-houses and where the light of knowledge hardly makes the general darkness visible, there are thousands of bright spots. Light expands. The importance of a right system of common school education, is felt. There are liberal views and generous appropriations. Nest and commodious school buildings are erected, competent teachers employed, and necessary apparatus furnished. Let the home seeker turn aside to such communities, and help to move on its enlightened and grievous efforts.—Cayuga Chief.



# Concational Intelligence.

### CANADA.

MONTHLY SUMMARY.

The Western Planet of the 31st ult., in speaking of the new central Schoolhouse, thus remarks:--" This building was opened for the reception of pupils last February, and is really an ornament to the town. It is capable of accomodating 500 pupils, and attached to it are four teachers, two for the male, and two for the female department. It is built of brick, with cut stone corners, and at a cost of £1100."--The Schools in the township of Sandwich are supported on the Free School principle the current year.—The inhabitants of the township of Grantham have availed themselves of the provisions of the 20th sect. of the School Act, and have organized their schools and a township board of School Trustees, the same as in cities and towns .-In reference to this change the St. Catherine's Constitutional remarks that: "It is the intention of this Board to establish eight schools and to appoint to them only first-class teachers, to whom just salaries will be given. This course, if pursued, will argue much in favor of the Trustees individually, and will tend greatly to the improvement and stability of the schools.recent examination of teachers by the Board of Public Instruction for the county of Simcoe, the chairman, (Judge Gowan,) through the Rev. S. B. Ardagh, presented to the best teachers who had obtained second and third class certificates, a valuable book each. No first class certificate was granted -The Bathurst Courier, of a recent date, speaks in high by the Board .terms of the new stone School-house, designed for the Perth Public School. -The Roman Catholic Seminary of Quebec has been constituted a University, by a Charter of Queen Victoria, dated the 8th December—the anniversary of the Immaculate Conception of the Virgin. The same had been decided upon on the 19th March last, the Feast day of St. Joseph. The degrees conferred by the University of Quebec will be valid in Great Britain. The Seminary have decided, out of thankfulness, to procure a portrait of the Queen, and to have it hung in the principal room of the establishment, along side with those of its benefactors.—The North American remarks, in reference to the very gratifying examination of the pupils attending the Adelaide Academy:-We rejoice that we have in this city an establishment so eminently fitted to bestow a sound practical knowledge on our young ladies." "A friend to Free Schools" thus concludes his communication to the Niagara Mail ;-"I hope the time is not far distant when all the Common Schools in Upper Canada will be made Free Schools by Legislative enactment. I have two reasons for this: first, I believe it would be a great blessing to the country at large, and secondly, that we may no longer be insulted by hearing our children called paupers, and our schools mean and contemtible schools, they would then be designated, our National or rather Provincial Free Schools."--The Hon. Dr. Widmer has been inaugurated Chancellor of the University of Toronto.—The Hon. Mr. Hincks has introduced a measure into the Legislature to repeal the Toronto University Act, and to reorganize the institution on the model of the London University .- -- A public meeting has been held in the city of Hamilton to adopt measures for establishing a College in that city. Isaac Buchanan, Esq., has offered to contribute £100 towards the object .--At a meeting of the Council of the University of Trinity College, held on Thursday, the Hon. Chief Justice of Upper Canada was unanimously elected Chancellor, under the Royal Charter. The Rev. the Provost is Vice-Chancellor by statute. The Rev. Professor Perry was elected Public Orator; and the Rev. Professor Irving. Registrar.learn that the Royal Charter, conferring on Bishops' College, Lennoxville, the power of granting Degrees, has been received by the authorities of that Institution.

Schools in Port Hops.—The following Resolutions were submitted to the meeting recently hold in Port Hope, and unanimously carried:

1st. Moved by Dr. Perks, seconded by D. McLeod, Esq., and Resolved,—That this meeting, deeply interested in the education of the children of Port Hope, request that the Board of Trustees for Common Schools, to have the two new School-houses finished as soon as possible for two free elementary Schools, in accordance with the Resolution passed by the Board a year ago.

2nd. Moved by R. Maxwell, Esq., seconded by J. Might, Esq., and Resolved,—That as the two new School-houses are not sufficient for the accomodation of the school going-children of Port Hope, a central School-house be built, at a cost not exceeding £500, containing three class rooms for the Master of the Grammar School, and two first class Common School Teachers, and also to procure a suitable site for the same.

8rd. Moved by John Might, Esq., seconded by Mr. William Mitchell, and Resolved,—That all attempts, from whatever cause proceeding, to erect or endow sectarian Schools at the public expense, have for their object the destruction of general education, and should be met with the most firm and determined resistance from the population of Canada West.

PROMOTION OF EDUCATION IN LOWER CANADA.—The following resolutions have lately passed the House of Assembly on motion of the Hon. Mr. Morin:

"That it is expedient to define by law the amount which ought to be appropriated out of the Jesuit's Estates Fund, for the years 1852 and 1853, towards making provision for the remuneration of the School Inspectors for Lower Canada, and for the establishment and maintenance of a Normal School; the balance necessary for such services being taken out of the unexpended or unclaimed balance of the Common School Fund for Lower Canada, as provided by the Act of the 14th and 15 Vic., cap. 97.

"That the said amount out of the Jesuita' Estates Fund be fixed at the sum of two thousand pounds currency for each of the said years.

"That it is expedient to appropriate out of the said Jesuits' Estates Fund as an investment at the rate of five per cent. per annum, from the 1st day of January, 1853, a sum not exceeding £4,500 currency, for the purpose of a site and building for a Normal School in Montreal, and a further sum not exceeding five hundred pounds currency, for the necessary repairs thereto; the interest as aforesaid to be paid in half-yearly payments into the said Fund, out of the said unexpended or unclaimed balance of the Common School Fund for Lower Canada, as the first charge thereon, and out of any moneys which may be hereafter otherwise appropriated by law towards the said Normal School."

SEPARATE SCHOOL LAW-HR. HAGARTY'S OPINION THEREON.

1843. By the statute 7th Vic. ch. 29, sec. 55, it was enacted that in all cases where the Teacher of a School was a Roman Catholic, the Protestant inhabitants might have a School with Protestant teacher, on application of 10 resident freeholders, &c., "of any School district, or within the limits assigned to any Town or City School," with like privilege to Roman Catholics where the teacher was Protestant.

1849. The statute 12 Vic. ch. 88, repealing former School Acts from 1st January, 1850, makes no apparent provision for Separate Schools, except in the case of Colored People (see sec. 69) in whose favor the Municipal Council of Town or City may establish any number of Schools that they may judge expedient, for children of Colored people.

1850. The present School Bill, 18 & 14 Vic., ch. 48, expressly repeals the two preceding Acts, and by the 19th sec., authorizes the Board of School Trustees, on application of 12 resident heads of families, to establish one or more separate schools for Protestants, Roman Catholics or Colored people, and to prescribe the limits of the divisions or sections of such schools, with various provisions in the same section, as to voters for election of Trustees of separate schools—as to share in school fund, and especially that no Protestant separate school should be allowed in any school division, except when the Common School Teacher was a Roman Catholic—nor any Roman Catholic School, except where Common School Teacher was Protestant.

1851. The School Act 14 & 15 Vic., ch. 111, declares that doubts have arisen in regard to certain provisions in 19th sec., of preceding Act, and that it was "inexpedient to deprive any of the parties concerned, of rights which they have enjoyed under preceding School Acts for Upper Canada, and then enacts that each of the parties applying, according to the provisions of said Act, shall be entitled to have a Separate School in each Ward, or in two or more Wards united, as said party or parties shall judge expedient in each City or Town in Upper Canada. Provided always that each such School in its establishment and operations, shall be subject to all the conditions and obligations, and entitled to all the advantages imposed and conferred upon Separate Schools, by the said 19th section of the said Act."

In my opinion, the only effect of the last Act is to enable the parties applying, to obtain a Separate School in each Ward, or in two or more Wards united, if they so desire it—instead of leaving it to the Board of Trustees to prescribe the limits of the divisions or sections of such Separate Schools, and I consider that all the provisions of the 19th section in other respects remain in force, and that no Roman Catholic Separate School shall be allowed in any Ward, unless the Common School Teacher be a Protestant, and vice

The Act of 1848 gave a similar privilege to parties desiring a Separate School in each Ward, but subject to the last named restriction, dependent on the religion of the Teacher. The Act of 1850 did deprive them of this right as to each Ward—and the Act of 1851 expressly passed to prevent parties from being deprived of rights enjoyed under preceding School Acts of Upper



Canada, restores the right of Separate Schools in each Ward, but does not in my judgment, confer an additional right not previously enjoyed, of having a Separate School without reference to the religion of the Common School Teacher.

The language of the Act of 1851, in my view, leaves all the other provisions of the 19th sec. of the Act of 1850 untouched.

JOHN H. HAGARTY.

Toronto, Feb. 14th, 1853.

Barrister.

COMMON SCHOOLS OF TORONTO.

The following extracts from the Report of the Local Superintendent of Common Schools in Toronto, will be found interesting:—

"Some of the evil forebodings respecting the bad effects of the introduction of the free system, on the more is and respectability of our Schools, were very freely expressed during the year 1851 and beginning of 1852; but the experiment so far has shown that these fears were groundless and illusoryfor whilst great numbers of children of the poorer classes, who had not attended school regularly prior to the throwing them open to all, have been admitted, yet in no instance that has come under my observation, have the more advanced and respectable pupils left the school on this account; on the contrary, the character of these institutions will compare very favourably now, with that which they presented at any former period of their history, free or otherwise, so far as respects the clean and respectable appearance of the children, the numbers in the advanced classes, the comprehensiveness of the curriculum adopted in the various Schools, and the general good conduct of the pupils attending them. Indeed, there are no Schools of a similar class, that I have seen, over which a more strict, unceasing supervision is maintained by the teachers in regard to the morals of the children and their personal cleanliness, than is now over the Public Schools of this City.

The report of 1852 shows an increase over 1850, in the number registered, of 1855—55 per cent: it also shows an increase in the average attendance of 497—47 per cent., so that the increase on the average bears a pretty fair ratio to the aggregate increase of 1852 as compared with 1850. Again the ratio of the average to the aggregate attendance in 1850 is 1: 2,42, and the ratio between these figures for 1852 is 1: 5,45, a very small difference indeed in favour of the free system over the present, in relation to regularity of attendance. Therefore an increase of 55 per cent. on the aggregate, and 47 per cent. on the average attendance of 1852 and 1850; whilst the literary character of the schools as shown in the above table, has not been deteriorated but rather improved—forms a very strong argument in favour of free schools. Indeed the beneficial effects of the system, so far as the experiment has been tried, are sufficient to demonstrate its superiority over the old system of collecting fees from the children.

The Report concludes thus :-

"If, therefore, the pricciple be sound, that a good education should be provided for the nation at the national expense, there appears no other than the "Free School System," by which this principle can be successfully carried into practice. And, if the Legislature pursue inviolate the integrity of the present system, we may confidently anticipate, as its legitimate result, that in the course of a few years, a thorough English education, commensurate with the wants and wishes of a rapidly advancing people, will be brought within the reach of the humblest citizen—diffused throughout the length and breadth of the land, and made as free as the air we breathe, or the light of Heaven."

### PRINCE EDWARD ISLAND.

FREE Schools.—Great efforts are being made to establish a system of Free Schools in the Province of Prince Edward Island. Hazard's Gazette, of the 11th January, contains the synopsis of an Act passed by the Legislature of that Island to promote the establishment of free schools, and of which we make the following synopsis. Many of the provisions of the Act are identical with those in the School law of Upper Canada, from which they are taken. The following are the taxes authorized by the Act:-id. per acre on all lands whether wilderness or cultivated. Also, 5s. on all buildings occupied as dwelling-houses, stores, mills, taverns, distilleries, &c. &c., surrounded with not more than ten acres of land; 2s. 6d. on all workshops, so surrounded; also 3d. in the  $\pounds$  on the annual value of all lands, tenements, &c, in Charlottetown and Common, and Georgetown and Common. No fees to teachers are authorized to be charged in the rural sections, but the Act authorizes assessments and quarterly collections from or on account of the scholars, to be applied to the purchase of books, rent and repairs of school-houses, &c. In Charlottetown and Georgetown, however, a fee of

2s. 6d. per quarter is authorized. Five Trustees are to be chosen in each school district (section), three of whom form a quorum. Two classes of teachers are authorized—1st and 2nd class. Salary of the first class, £45, of the second £50. Those who teach Latin will be allowed 10s. per scholar, until their salary amounts to £60. No teacher is entitled to any salary, unless he has taught 80 scholars at least six months of the year. All agreements must be in writing. A Justice of the Peace or Commissioner (not interested) to fix the site of the school-house. The school-houses must be at least three miles, in every direction, distant from each other, except in certain cases. A Visitor (or Chief Superintendent) may be appointed. The Lieut: Governor may authorize £500 to be appropriated to the purchase of maps, books, apparatus, &c., for a general depository; to be sold and the proceeds to be invested in like manner. Holidays and Visitors same as in U. C. School Act. In his recent Speech at the opening of the Legislature of the Island, His Excellency, Sir Alexander Bannerman, remarked :- "You will be happy to learn that the Education Bill was specially confirmed by Her Majesty-a measure of great importance, and the commencement, I trust, of a better system. Irrespective of party or political feelings, it was supported by you, in order to diffuse the blessings of education to all classes, and, with the Divine favour, to extend to Her Majesty's subjects in this Island the means of obtaining religious and secular instruction. The Bill will provide those means, if its details are revised, as experience may suggest, by a well constituted Board of Education, entitled to the confidence of the community, which will enable such a body, with an efficient Inspector, to follow out a system similar to that which has been attended with happy results elsewhere, and obtained the sanction and support of Her Majesty and the Lords of Her Privy Council, during several successive Administra-

### NOVA SCOTIA.

At the opening of the recent session of the legislature of Nova Scotia, his Excellency remarked:—"Circumstances prevented the legislature from revising the Common School Act during the last session. I confidently anticipate that in maturing the measures relating thereto, which I shall direct to be laid before you, I shall have your unlimited co-operation."

### BRITISH AND FOREIGN.

MONTHLY SUMMARY.

In the Oxford Convocation held on the 27th ult., it was agreed to grant out of the University chest the sum of £500 as a contribution to the great educational institution proposed to be founded in memory of Field Marshal his Grace the Duke of Wellington, K. G., the late Chancellor of that University. -of the £100,000 required to establish the Wellington College, £70,000 has been subscribed. --- The Meniteur publishes a decree of the Emperor, giving the title of Imperial to the Hotel des Invalides, the Polytecnic School, the Special Military School, the Military Prytanee, School of Cavalry, School of Application of the Staff, School of Application of Artillery and Engineers, and the Military Schools of Medicine and Pharmacy. --- The Rev. Dr. Hawtry succeeds Dr. F. Hodgson, as Provost of Eton College. The appointment is worth £2000 per annum. --- A circular has been issued by the Privy Council Committee on Education in England, to promote the introduction of drawing into schools as one of the ordinary branches of instruction. --- A new Educational Institution has recently been established in London for preparing pupils for those professions and offices specially requiring mathematical and statistical training. Mr. Gladstone has been re-elected M. P. for Oxford University after twelve days polling. At a recent banquet given to him at Baliol College University, made a speech of which after rapidly glancing at its history of English University in connection with its general progress and state of national intelligence and education, he intimated that reform was in reality intended in regard to the Universities.—£500 in three per cents. has been offered to Cambridge University to promote the study of the Greek Testament.——From the recent address of the Ladies of America to the Ladies of England, we take the following passages giving an Ameriican view of the state of popular education in England :-

"Sisters, your land is filled with slaves—slaves to ignorance, slaves to penury, and slaves to vice. The terrible truth has been told to you by one of your most learned and respected authors, Joseph Kay, Trinity College, Cambridge, at the close of his great work on national education, which is or ought to be familiar to you all, that in England, "where the aristocracy is



richer and more powerful than that of any other country in the world, the poor are more oppressed, more pauperized, more numerous in comparison to other classes, more irreligious, and very much worse educated than the poor of any other European nation, solely excepting uncivilized Russia and Turkey, enslaved Italy, misgoverned Portugal, and revolutionized Spain." The first and greatest of all popular needs in every free Christian country is the need of instruction; and yet your country has no system of public education that is worthy of the name. The entire amount of your annual Parliamentary appropriation for the education of your people is less by thousands of pounds than the annual public expenditures made for this purpose by the city of New York alone. One person out of every eight in your population is a pauper, and the average poor rates in England for the last ten years have been £6,000,000; and yet to provide public education, and thus in a great measure remedy the very neglect which has cursed you with this grievous and yearly increasing burden, your national Legislature has expended in six years only £600,000. One-third of the population of the State of New York according to our census tables just published, are regularly receiving education in our public schools, according to your Parliamentary returns, only oneeleventh of your population are enjoying a similar advantage. Sisters, is that a Christian state of society which, for some millions of your people, render the development and cultivation of all those faculties which distinguish man from the brute little better than a physical impossibility."

EDUCATION IN ENGLAND AND SCOTLAND .- From a recent speech of Lord John Russell, we gather the following information regarding the intentions of the imperial government in respect to education:-" The next subject upon which I propose to make certain propositions to the House, is the important subject of education. (Hear, hear ) I am not prepared to say that I am about to introduce, on the part of Her Majesty's Government, a very large plan on that subject; but I am about to make a proposal which will tend to great improvements, and promote the cause of education throughout the country. (Hear, hear.) Education is now a subject which presses itself more and more upon the minds of all who consider the future destiny of this country, and which, in every respect, whatever opinion we may entertain, or whatever plan we may think best, is a subject that must be considered of the very highest importance. (Great cheering.) After we shall have stated what are the views which Her Majesty's Government entertain on the subject of an educational measure for the poorer classes, either then, or shortly afterwards, we propose to state what is the course which Her Majesty's Government intend to pursue, and what is the proposition which they think should be made, with respect to the Universities of Oxford and Cambridge, and the commissions of enquiry into the state, discipline, studies, and revenues of those universities. Another subject which has engaged the attention of government is the state of education in Scotland. I am enabled to state, after conferring with the Lord Advocate of Scotland, that my learned friend will bring in a measure in the course of the present session upon that subject."

UNIVERSITY IN STDREY, NEW SOUTH WALES.—On the 10th of October last, the University of Sydney was publicly opened and organized. All the civil and military officers of the country in and about Sydney, including the Governor General, were present. The occasion was one of great interest and satisfaction, significant of the state of public feeling in that country in favour of University education. 23 students were matriculated. The University has been founded on a most liberal basis.

### UNITED STATES.

### MONTHLY SUMMARY.

The Regents of the University of the State of New York, report that 78 academies have instructed 1,511 students, and have become entitled according to law, to the aggregate sum of \$14,870 .-- The National Magazine says the free schools of New York City cost, annually, the sum of \$569,000, which is an average of about eight dollars a year to each pupil in attendance. Free Schools, in New York State, the first year, added 60,000 scholars to the number taught previously.---In Albany, N. Y., a young lady has started a "ragged school" in which she now has forty or fifty children, picked up in the streets. --- The Trustees of Geneva College recently met, and unanimously accepted the noble and liberal offer of Trinity Church, New York, to grant the College an annuity of \$3,000 in perpetuity, on condition of making the College a free College, with no charges for tuition or room-rent, and changing its name, with the sanction of the Legislature, to that of the "Hobart Free College at Geneva;" thus riveting upon Trinity Church the honour of establishing the first Free Christian Protestant COLLEGE in the United States.

REMOVAL OF COLUMBIA COLLEGE—HISTORICAL MEMORANDUM.—It has been understood for some time past that several of the trustees of Columbia College were disposed to favor the sale of the ground and buildings in Park place, Murray street, &c., and the purchase of other property on the upper part of Lexington avenue, whereon to erect a larger and more splendid college edifice than that at present occupied. The project has, however, been stoutly opposed, and there seems little probability of its being effectual, but a morning contemporary intimates that "a majority is obtained at last for the removal; and that we may expect in a short time to see the Columbia College grounds all built over." There can be no doubt that the college will be pecuniarily benefitted by the transaction, if effected. The grounds now occupied are extremely valuable, and may probably be sold for a much larger sum than will suffice to purchase a tract of equal extent above Twenty-third street, and construct thereon a building that will be more suitable to the wants of the students and faculty, and a more magnificent architectural ornament to the city. But the demolition of the old edifice cannot be contemplated without regret. Columbia College was chartered during the colonial government in 1754, under the name of King's College (changed to Columbia in 1784), and with the exception of Harvard, Yale and Princeton, is the oldest seat of learning in the United States. The present college edifice was erected in 1758, on ground given for that purpose by the Trinity church corporation .- N. Y. Commercial Advertiser.

# Literary and Scientific Intelligence.

### MONTHLY SUMMARY.

A petition has been presented to the House of Assembly by J. H. Lefroy, F.R.S., President of the Canadian Institute, representing that the scientific observations at the Observatory at Toronto are in danger of being discontinued, by reason of the contemplated withdrawal of the Royal Artillery at present stationed there, and praying that the said Observatory may be continued by Provincial authority, by placing it in connection with the Provincial University, or otherwise. This petition was ordered to be printed, and Mr. Morin said it should receive the attention of the Government .correspondent of the London (U. C.) Prototype, writing from Connecticut thus speaks of Mrs. Sigourney:-" Hartford, as you are perhaps aware, is the residence of our distinguished poetess Mrs. Sigourney, sometimes styled the American Merudus. Somewhat past the meridian of life, her mind is still active and brilliant. She is at present occupied in the production of a new work. This lady is in figure, about the medium height, and might be described as the same with regard to "en bon point." Her face beams with intelligence, and that peculiar warmth of heart and delicacy of sentiment which so pervades her works. In the course of her conversation she spoke of many of her English friends with much kindness-having been myself abroad at the period of her visit to Europe, I well remember how very kindly she was received by many of the leading literati of England. Mrs. Sigourney inquired after various matters in Canada, and expressed her intention to visit your Province at no very remote period. Her residence does not partake of that striking characteristic in which, I am honest to confess, my countrymen are likely to indulge, viz., show; but everything within doors breathed that spirit of refined taste and elevated association, inseparable from genius of so high a character. Here was to be seen none of the glittering display which characterises but too many residences of the would-be-great, on both sides of the Atlantic.-His Prussian Majesty has been pleased to confer the Order pour le mérite for Arts and Sciences on the Right Hon. Thomas Babington Macaulay and Col. Rawlinson. — The Bishop of Manchester presided over a meeting held in the Manchester Town Council-room, when it was resolved that a monument should be erected to the memory of the late Dr. Dalton, the well-known chemist; and that, as a subsidiary memorial, Dalton scholarships of chemistry and mathematics should be founded in Owen's College.—Lord Denman has dedicated to Mrs. Stowe, author of "Uncle Tom's Cabin," a collection of occasional papers, bearing upon the question of slavery, which he contributed to the Standard .--The latest Uncle Tom-ism we notice, is a specimen of paper-hangings exhibited in Liverpool. The pattern represents in compartments most striking scenes from Mrs. Stowe's work. Eliza dresses in the latest Parisian fashion, and the male slaves are portrayed in the costume usually worn by Don Man's luckless man Leporello .-- The National Intelligencer announces that George Peabody, of London, has donated \$10,000 to the Grinnel expedition to the Arctic regions. --- Stephenson, the celebrated engineer of the Menai Bridge, is said to be on his way to Canada, to build the Bridge across the St. Lawrence at Montreal.

### TO SCHOOL TEACHERS AND OTHERS.

A LL COMMON SCHOOL TEACHERS within the bounds of the United Counties of Middlesex and Elgin, holding certificates from the County Board of Public Instruction either for a limited time, or during the pleasure of the Board, are hereby required to present themselves for re-examination at the Quarterly meeting of the Board, to be held in April next.

In order to meet the convenience of Teachers residing in different parts of

the United Counties, the Board will meet at the following places and dates, at 10 oclock, A. M. At Mr. Livingston's Academy, Carradoc, on Thursday, April 7th, 1858. At the School House, Vienna, on Thursday, April 14th,

At the Union School, London, on Thursday, April 21st, 1853. That no time may be lost on the days of examination, Teachers are requested to forward their testimonials of moral character to their respective Superintendents by the 12th of March, and also to notify them of the place where they intend to present themselves for examination.

Superintendents receiving such testimonials are requested, after subjecting them to any necessary scrutiny, to forward them (if satisfactory) to the Secretary of the Board, intimating to him where the parties named in them

intend appearing for examination.

The certificates formerly granted by the Board are to be delivered up at the examination of which notice is now given.

All certificates heretofore granted for a limited time, or during the pleasure of the Board, are hereby declared to be null and void after the 21st day of

Local Superintendents and other members of the Board, are particularly requested to make a point of attending such of the above examinations as may be most contiguous to their respective places of abode.

By order of the Board of Public Instruction for the United Counties of

Middlesex, Eigin and London. Wm. F. CLARKE, Secretary. Feb. 12th, 1853.

WANTED, a SCHOOL TEACAHER for School Section No. 2, Township of SEYMOUR. to commence let Andl. Salam Section No. 2 SEYMOUR, to commence 1st April. Salary, £50 per annum. Apply, post paid, to George Shillinglaw, Trustee, Seymour East. Feb. 18, 1853.

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A THE DEPOSITORY in connection with the Education Office, Toronto

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# EDUCATION,

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# A MECHANICS' INSTITUTE—THE MECHANICS' COLLEGE.

A number of gentlemen in Bytown have just issued an address, preliminary to the establishment of a Mechanics' Institute in that place. In deploring the absence of so effective an agency in diffusing general intelligence, they remark: - ". The want of some association of an intellectual character deprives the adult members of the community of all those pure mental enjoyments that flow from the cultivation of the mind, either by reading or listening to discourses upon literature, science, or art, is, when viewed with reference to its influence upon the youth of the town, productive of consequences of a much more painful and disastrous nature. The young and thoughtless, instead of being furnished by their parents, guardians, employers, and others interested in their temporal welfare, with every opportunity of storing their minds with useful information, have no other means of spending their leisure hours than in frivolous and uninstructive amusements, or in pursuits of a character that generally end in the contracting of bad habits that never can be entirely eradicated. The valuable time in the beginning of life, when the intellect is yet unclouded and best adapted to receive and retain impressions, must be thus worse than thrown away.

and many a father whose hope it is to see his son grow up a wellinformed man and a respectable member of society, will perhaps live to see him an illiterate, profligate and despised character, a burden to himself and a disgrace to his friends. Where there is no public library from which well selected books, upon the different branches of science can be procured, and where there is no provision whatever made for the delivery of instructive lectures, it is difficult to perceive how a young man can obtain knowledge, either by reading it for himself, or by having it imparted to him by others. Having no other resource for the employment of the spare hours of our long winter evenings, he must continue to patronize those haunts of frivolity and vice where the sensual appetites are alone ministered to, and where the growth of all that is pure and good in the nature of man is prevented. If our youth should thus be permitted to grow up in ignorance, vice, and depravity, and be inferior in their intellectual acquirements to those of the other towns of the Province, their excuse must be that their superiors, whose duty it is to supply them lavishly with the means of mental cultivation, have chosen rather to leave them to the tender mercies of the ball-alley, gambling-room, and places of a still worse character. Between the time of leaving the common school and that period of life when the full age of discretion is arrived at, there are from five to ten years, during which the character of the future man is formed, and during which the greater part of the knowledge that is to serve through life must be acquired. If a store of general information is not laid up in this period, the individual must pass through existence without it. When the cares of business and the struggle for subsistence commence, the time for education is past, and he who has not obtained it before, will most likely never possess it. The wealthy can afford to send their sons, immediately after they leave the common schools, to higher institutions of learning, but the great expense places the system of filling up the blank between fifteen and twenty-five beyond the reach of the great mass of the people. Some other means must, therefore, be provided, that will be readily within the limits to which the funds of men, in ordinary circumstances, can be extended. Much that is taught at colleges may be imparted by other institutions, open to all at a trifling cost. Whatever may be the nature of the educational establishment that is to succeed the common school, and stand as a substitute for the academy, college, or university-where these cannot be had access to, it must be permanently founded-its object must be the diffusion of sound knowledge, and it must be cheap. It should not be looked upon as a place of amusement only, but an institution of learning, of vast utility,

and worthy of being kept in continual operation. The want of such an educational establishment had been long felt in Britain before the system of diffusing general information was devised, and since they have been put in operation, they have been found to answer the purpose for which they were intended remarkably well, and to exceed the anticipations of their founders. Although originally formed by mechanics, they are now extensively patronized by all classes, the most wealthy as well as the poorest. Indeed, many of the best educated men appear to take as much interest in their progress as that of the higher and more fashionable seats of learning. In proof of the high estimation in which they are held by the upper classes in Britain, the following notice, taken from the Eclectic Magazine of the present month, may be cited :- " A lecturing zeal has pervaded the ranks of the nobility. The Earl of Carlisle is announced to lecture on Gray, at Sheffield; the Duke of Newcastle is to lecture to the mechanics at Worksop; Sir Alexander Cockburne at Southampton, and Lord John Russell at Manchester." The approbation which they thus receive at the hands of the greatest statesmen and philanthropists of the age, is a reliable proof of their excellence.

### CORRUPTION OF POLITICS IN THE STATE OF NEW YORK. DUTY OF TEACHERS IN RELATION TO POLITICS.

After the manner in which the system of elections in the neighbouring State of New York has been praised by some writers, the following statements, from a late number of the New York Teacher, will be read with surprise and pain, while the advice given, at the conclusion of the article, is as applicable to Teachers in this country as to those in the United States:

"The election is over, and we have, therefore, no fears of being accused or even suspected, in the remarks which follow, of attempting to foist our own political opinions upon our readers. Whether we are pleased or displeased at the result, is a question on which all are at liberty to exercise their guessing faculties, to their hearts' content. If 'the country is now safe,' as one party believes, then shall we rejoice; and if it is ruined, or is likely to be, as the other party believes, then must we suffer in common with others.

"But there are dangers to which our country is exposed, which both parties see and acknowledge, and yet do not raise their warning voice against; but, on the contrary, both are equally guilty in hastening and increasing. The doctrine that 'all is fair in politics,' has not only become prevalent, but absolutely popular, until, finally, it seems to be conceded that he who can cheat the most, is the best party man. Corruption in high places, and by places, seems to go unrebuked; and bribery and fraud are the general rule, and honesty and fair dealing the exception. On election days, voters are bought and sold like cattle in the shambles, and men claiming to be respectable will not vote until paid for it. Had we all the money which was expended in this way, in the State of New York alone, at the recent election, we could retire with a fortune larger than that of any other individual within her

borders.
"What is the effect of all this? We answer: our liberties are endangered; our public morals are corrupted; and the ballot box, which might do infinitely more than the cartridge box in perpetuating our free institutions, is fast becoming a mighty reversed engine, which will hereafter, unless some redeeming power be speedily brought to bear upon it, carry death and destruction to all who have ventured upon its track. *Money*—the fatal tempter which has beguiled all traitors, from Judas Iscariot down to -is already corrupting our electors, until it has become a common saying that 'every man has his price.' 'Egg-men'—already a numerous and rapidly-increasing has his price. 'Egg-men'—already a numerous and rapidly-increasing class—vociferate for those candidates who pay well, and capable, honest, and deserving men, if poor, are pushed aside without ceremony. If a candidate will only 'bleed' well, his election is sure, even though his character and morals may be as foul and corrupt as a cesspool!

Is this picture overdrawn? Is it too highly wrought? Would to God it were so: for then we might innocently be silent. But the half has not hear told. Our limits only admit of a more reference to it, but

has not been told. Our limits only admit of a mere reference to it; but, in saying less, we should have been verily guilty.

And now for the remedy. As the disease has been coming on gradually, so must the cure be gradual. And this leads us to the point at which we were aiming. The youth of our land, who will soon be voters, must be enlightened in relation to their duties to their country.

They should be taught, that, to sell their vote, is a piece of treachery that the attainment of even a good object should not be sought by the use of unfair means—that they should be governed by patriotism rather than by party spirit—and, above all, that for the use or abuse of the elective tranchise, especially in this free republic, they are as much responsible to God as for any other act of their lives.

These principles may be inculcated in almost every exercise of the At times, familiar conversation should be held with the pupils, in relation to the great events now transpiring in our land. This should be done in a spirit of candor and fairness, and special care should be taken not to favor either political party, but to do equal justice to all. The love of our highly favored country should be carefully cultivated, and its advantages over all others distinctly pointed out.-The dangers to which all republics are exposed from ignorance, corruption, and vice, should be kept before the youthful mind, and the fearful condition of any country whose liberties are gone, should be held up to view. Above all, our children and youth should be taught that "righteousness exalteth a nation, but sin is a reproach to any people."

"Fellow Teachers! This duty is ours. Shall we endeavor faithfully, honestly, and conscientiously to discharge it? Or shall we, by our indifference and neglect, or, worse still, by our pusillanimity, only hasten the crisis of our country's fall? We speak as to wise men; judge ye."—N. Y. Teacher.

### EVILS OF THOUGHTLESS SCHOOL LEGISLATION IN THE STATE OF NEW YORK.

We take the following important testimony on this point from the report of the New York State Superintendent for 1851-52, which has recently been laid before the Legislature at Albany:-

"The school system of New York is too vast, involves interests too important, to be rashly established or rashly changed. It requires permanency to adapt it to the circumstances of society, and to give facility and vigor to its operations. Where no serious practical evil is felt, it can scarcely be doubted that a reasonable degree of such permanency is preferable to incessant changes, even though, independently considered, those changes might promise some degree of improvement.

"In the rapid transition from system to system, in the constant change of details, made without the benefit of sufficient experience which has marked the school legislation of the last four years, the natural result has followed. Grave errors have been committed. To retrieve them new ones have been plunged into. The local officers have been embarrassed to understand their duties, varied by each year's legislation. They have consequently performed them with diminished spirit and greatly diminished accuracy. Want of zeal or want of efficiency in the principal, soon extends to the subaltern, or paralizes his efforts. Even the teachers—a finer or more spirited professional body than whom is not to be found in our state—have lost something of that high enthusiasm which a few years since exhibited its kindling traces throughout our schools, or, as is more likely, their efforts unsupported from with-out, have fallen on a soil made sterile by indifference, or choked by angry contention. Melancholy as is the confession, and decided as are the exceptions to it, our schools, in the opinion of the undersigned,

have deteriorated during the rapid changes of the last four years,
"Whether we have reached a point in these mutations where it is best to pause, and let existing regulations where not obviously and seriously wrong, stand, until a further developed experience and a more settled public sentiment shall call for well considered changes, is the grave question now to be settled."

Appellate Jurisdiction of the New York State Superintendent op Schools.—Doubts have arisen as to the power of the Superintendent to hear and determine cases of appeal, arising under the school laws of the State. These doubts have been occasioned by the repeal of sec. 132, chap. 480, of the laws of 1847, by an act passed in 1849. This repeal is supposed to have been the result of a clerical error. Whatever its effect, it is well understood that the idea was not entertained or even broached, in the Legislature, of abolishing the appellate jurisdiction of the Superintendent, and compelling all parties aggrieved by the acts or decisions of the inferior school officers, to resort to courts of law for redress. Entertaining this belief, and conceiving that the act of 1849 did not, at all events, affect some of the Legislative enactments conferring jurisdiction on the Superintendent, passed prior to 1847, the undersigned has entertained the appeals which have been brought before him; and he is not aware that his decisions have been in any case disregarded. But to remove doubts, and prevent controversy, it is recommended that the Legislature, by express enactment, reconfirm that appellate jurisdiction in the Superintendent, without which our school system would be crushed by litigation, almost within a single year. (Report of the Superintendent, for 1851-2.)

### COUNTY SCHOOL CONVENTIONS IN UPPER CANADA.

### PROCEEDINGS AND SUGGESTIONS.

(Continued from page 89.)

From the Rev. Elliott Grasett, ex-Local Superintendent of Bertic, Merrittsville.

QUALIFICATIONS OF TEACHERS.—The Board of Examination of School Circuit No. 2, think that the examination of teachers, as established in the programme, is of too low a standard as regards the third class. The majority of candidates which appear before this Board, present themselves for a third class certificate, to obtain which, it does not require much knowledge or ability, and unfortunately there are many Local Superintendents and Trustees who do not discern the value of the first and second certificates above that of the third, consequently third class men are much encouraged. They obtain the promise of an appointment, before they appear for examination. It would be well if the Chief Superintendent would advise School Trustees generally to establish a gradation of salaries, according to the number of class-certificates, that is, to pay to teachers of the first and second class certificates, a higher salary than to the teacher of a third class. As before stated, there is little or no distinction made between the three ranks of teachers, so far as this circuit is concerned.

### From J. Eastwood, Esq., Township of York.

SCHOOL-RATE ON CHILDREN.-I cannot but think that, an enactment levying a tax on all children of school age, of say 8d. per month, and making every school Free, the balance, if any, being raised by assessment on property, and having the salary and qualifications of teachers fixed, the latter say at £75 per annum, would be an improvement on the present system. Putting the tax on children and property, whilst it would not be oppressive on either, by legislative enactment, would prevent much of the angry feeling at present called forth, the tax on children being low, would throw a portion of the burden on property, and at the same time induce parents to send their children to schoolthe great object of a good school system, the neglect of which is an obstacle, greater than ALL others combined, to the establishment of Free Schools, the advocates of which are constantly met with the unanswerable objection of, "We have furnished a school-house, hired a teacher, and made the school free, and yet the people for whom we have expressly done this won't send their children, preferring to allow them to fill the highways." Remove this objection, and the principle of Free Schools would be triumphant. Fixing the salary of teachers may seem rather arbitrary: it is necessary for this reason-were it not so, in many cases, just such a teacher as the tax on children and the school grant would pay, would be procured, property in such a case altogether escaping. Taxing children is, I confess, an unfair way of raising money for any purpose; but is it more unfair, than parties having children but no property, being only householders, than landlords paying the taxes, compelling parties who have property or children, or both, to hire a teacher and pay him, they keeping their children from the school and paying no taxes, can have no possible right to say whether a teacher shall be hired or not; or if he is, how he shall be paid, this has been done. If the parents have a right to have their children educated at the public expense, and on no other ground can Free Schools be demanded, the public have a right to compel them to send their children, and I know no more efficient way of doing so than compelling them to pay something, whether they send their children to school or not. We generally suffer more from the ignorance of other person's children than our own, against which we have, I conceive, a right to protect ourselves; it is our common interest to do so. The poor themselves, generally uneducated, cannot see this, hence the absolute necessity of making them feel the effects of an evil, if it is one, more tangible than those of ignorance. A small tax on each child, although, perhaps, unjust (though this is by no means certain), would in only rare instances, be oppressive.

### From the Rev. W. H. Landon, Woodstock.

TEACHERS' INSTITUTES .- That one be organised in every County. All qualified teachers to be eligible. First and second class certificates not to be renewed except the candidates are members of some County Institute, or can show cause why they are not. Institutes to have power to expel members for immoralities, and membership to be a sufficient certificate of moral character. Local Superintendents and all School Visitors to be members ex officio with right to vote. All members while in employment to pay into the Treasury a sum equal to one day's pay per quarter. A sum equal to at least one-half the aggregate contribution of members to be paid out of the Government appropriation. One meeting, at least, of four days continuance, to be held annually in the County Town, and not less than three quarterly meetings of two days, such in such other parts of the County as may be most convenient. All teachers who attend the annual and such quarterly meetings as may be held in their own or next contiguous Townships to be exempt from all poll-tax, and all Municipal burdens, except property taxes, military service, &c., and entitled to all the benefits of the Institute. Teachers residing more than five miles from the place of meeting to receive an allowance from the funds towards their expenses; the amount to be fixed by Managing Committee. Teachers of three years standing in the Institute to receive aid in cases of sickness or misfortune, according to the state of the funds. County Inspector to be enabled by Municipal Council to offer a premium annually for the best essay on such subject connected with education as shall have been specified to be read at the annual meeting.

LIBRARIES.—That a general School Library be established for each Township, and placed under the management of the Township Super-intendent, who may appoint any suitable person to keep the same, provided his own residence is not in a convenient part of the Township.

An annual assessment to be made by authority of the Township Council, of a sum at least equal to the Government appropriation.

The Library to consist, 1st, of approved works on education and schools, including Reports, Essays and Treatises on school organization, discipline and government, the most approved methods of teaching, and all other subjects connected with the duties of teachers, chiefly for the use of teachers. 2ndly, of popular treatises on the arts and sciences generally, embracing History, Chronology, Biography, Statistics, Mechanics, Natural History, Natural and Moral Philosophy, Political Economy, Agriculture, &c. &c. &c., for the use of the pupils and the community generally. 3rdly, Departmental and Parliamentary Documents; viz., all Reports and Periodical Publications by the Chief Superintendent, published under the authority of Parliament; all Parliamentary Reports, and the Provincial Statutes of each Session, suitably bound, as many copies of each to be sent to each Township Library as there are School Sections in the same.

The Secretary-Treasurer of each School Section to be allowed to draw from Township Library all such works as may have been deposited in favor of such Section, and take charge of them in behalf of his section, so soon as it shall be certified by the County Inspector that suitable provision has been made by him for the safe keeping of the same, and also monthly to draw such a number of other books as shall be allowed by bye-laws to be made for the purpose. Teachers shall have free access at all times to the Township or Section Library, and may take out for his own use, not more than two volumes from each, at any one time. Books lost or damaged shall be made good by the parties or Corporation holding them at the time.

From Messrs. G. Anderson, Trustee; J. Anderson, ex-Trustee; and D. Thompson and Dunn, Teachers. County of Lincoln.

FREE SCHOOLS.—We have observed the working of the Free School system, as contrasted with that of a rate-bill levied on the parents and guardians of the children attending school in our own School Section; and have carefully watched the results of the same in other School Sections, and have also made inquiries on the same subject of persons residing at some distance,—from all of which we are clearly convinced that no system could be adopted in this Province, calculated to afford

an education to the whole of the youth of Canada equal to the Free School system. Where that system has been established, the school-house has filled to overflowing; and where it has again been changed for a rate-bill system, however low that rate-bill might be made, the school would dwindle to about one-fourth of the free-school number. We are, therefore, fully of opinion that the Provincial Legislature could not confer a richer boon on the Province generally, and on the rising generation particularly, than to incorporate a provision in the present School Law, making all schools throughout the Province free, or, in other words, supported in the manner now provided for free schools.

### From Archibald Young, Esq., Port Sarnia.

ALTERING SCHOOL SECTIONS.—Would it not be well to have the School Bills so altered as to give the Municipal Council of each Township the power of altering school sections from time to time, as the wants of the inhabitants may require? As I understand the law as it now stands, the power of altering the boundaries of school sections is entirely in the hands of the inhabitants of the section; therefore, if there is a large section adjoining a small one, there is little chance of them ever being equalized, as the inhabitants of the large section will be unwilling to have it reduced, as, by so doing, they would be increasing their own taxes. The same holds good with regard to the formation of new sections. This causes much trouble and hard feeling among the people; but if the power was vested in the Township Councils, they being disinterested bodies, and yet perfectly acquainted with the wants of the community, would be much more likely than those more immediately interested, to act in a way that would be for the benefit of all.

[Note on the foregoing.—From No. 1 of the official replies of the Chief Superintendent of Schools, published in the *Journal of Education* for February, 1852, page 26, and also in the Annual Report for 1851, page 174, it will be seen that Township Municipal Councils already possess the powers sought to be conferred upon them by Mr. Young.—Ed.]

### ADDRESS FROM THE BOARD OF PUBLIC INSTRUCTION OF THE COUNTY OF KENT.

To the Rev. Egerton Ryerson, D.D., Chief Superintendent of Schools for Upper Canada.

REVEREND SIE,—It is with feelings of unmixed satisfaction that the Board of Public Instruction for the County of Kent beg to welcome you to this section of the Province.

Your unceasing efforts in the cause of education have, they feel proud to assure you, nowhere met with more general and enthusiastic approbation: and the stand you have lately taken on a subject which so vitally affects the whole system of common schools, and which they firmly trust you will carry to a successful termination, is, they feel, not the least of your claims to the gratitude of both parents and guardians.

To one in your exalted position, controlling, throughout this magnificent portion of the British Empire, a department upon which so materially depends the happiness and prosperity of its inhabitants, they are aware it would be idle to offer any further address than the humble tribute of their deep appreciation of your unwearied devotion to the cause you have undertakan; and which, under Providence, cannot but lead to the most important results.

They, therefore, in the strongest spirit of sincerity and truth, trust that you may be long spared to promote the cause of which, under you, they are the zealous supporters; and that you may enjoy health and happiness for a long series of years, and beg to subscribe themselves

Your obliged and faithful servants,

THOMAS CROSS, M.D. Chairman B. P. I., Kent.

ALBERT PELLEW SALTER, Secretary- on behalf of the Board.

## Miscellaneous.

### STEAM, AND THE STEAM-ENGINE.

The vaporous power, whose close-pent breath Potent alike, and prompt to great or small, Now rives the firm-set rock, now deigns to point The needle's viewless sting; now drains the bed Of mighty rivers, or the tide of ocean; Now weaves the gossamer of silken robe, Now weaves the government of the state of th The Memphian pile, or loom the spider's web. It sees the toiling miner, deep in earth, Delving the adamant: he sinks, o'erwhelmed By mighty waters, bursting the dark mound Of subterranean channel; stern it grasps The rushing torrent with Charybdis force, And binds it to obedience; yet its rage, Softened to weakness, dares with virgin touch, Expand the snowy fabric, bright and fragile, That chains the ether of adventurous thought, And scatters o'er the world ephemeral tale, Or deepest cogitation, long to live, Of man's immortal spirit.

Now it swells
With giant groans, while in Cyclopean cave
It rolls the glowing rocks of molten ore,
And 'midst the deafening clamour spend its fury
On massy bars, whose strength its breath has forged,
And rends them as 'twere silken thread, cut short
By maiden finger; yet, while sporting wild,
Crushing to film transparent the huge mass
That dared its might, it deigns to check its wrath,
To fondle with the gem, whose glossy cheek
Touched by its hand, puts off its rugged scale,
And blushes into beauty.

Now, in pride,
It rolls o'er boiling seas the rapid bark,
As on a bed of glass, with oily smoothness,
Nor fears the mountain billow, or the gust
Of adverse tempest; yet the timid maid
Calm at her wheel, unshrinking, curbs its might,
And sees it wait, a passive, crouching slave,
To do her bidding; an Aleides tamed,
And she a village Omphale, that smiles,
Decked in its spoils, to wield its giant arms,
And bend its lofty strength to spin with women.
Yoked to the rapid car, it cleaves its way
Fleeter than arrow, panting to outstrip
The slow-paced Arctic sun; yet can it curb,
Instant its volleyed course—immoveably
Reposing—or retrace its whirlwind track,
When worked to ire, it rends the craggy mountain,
Overwhelms proud cities, an Euceladus,
Raging 'neath Ætna, or Vesuvian torrent,
Entombing fair Campania, yet the infant
Plays round it smiling, fearless of the fate
Of Herculaneum, or the hapless wreck
Of long-immured Pompeii.

### A BEAUTIFUL SENTIMENT.

An Irish schoolmaster, who, while poor himself, had given gratuitous instruction to certain poor children, when increased in worldly goods began to complain of the service, and said to his wife he could not afford to give it any longer for nothing—she replied:

"Oh! James, don't say the like of that—a poor scholar never came into the house that I didn't feel as if he brought fresh air from heaven with him—I never miss the bit I give them, my heart warms to the soft homely sound of their feet on the floor, and the door almost opens of itself to let them in."

A sentiment so beautiful could not help to express itself beautifully. The prosperity which contracted his heart enlarged hers. Her love was moved by it; it turned her sorrow into joy.



### EXAMINATIONS OF THE NORMAL AND MODEL SCHOOLS.

### (Reported by Mr. Ura.)

The public examination of the Normal School took place on the 14th inst., in the theatre of the building, commencing at half-past nine o'clock. The audience was large and respectable, and exhibited great interest in the proceedings. At the close of the examination, the class sung several pieces of music very well, conducted by their teacher, Mr.

Tupper.

At the conclusion of the examination, the Chief Superintendent of Schools, in addressing the audience, remarked that the object of the Normal School was to train teachers for the management and instruction of the Common Schools of Upper Canada. It is not merely to teach the subjects which are ordinarily taught in Common Schools. It is assumed that the various candidates that make application for admission are already well acquainted with the subjects ordinarily taught in Common Schools, and most of those who have attended this Institution have heretofore been school teachers, and possessed of the ordinary qualifications and certificates required by law for that purpose. They have, therefore, by their previous occupation, given very strong proof of their desire to pursue that profession by coming to this Institution in order to be better qualified for its prosecution. The object of the Model Schools is to exhibit in them the system of instruction pursued in the Normal School, and intended to be pursued throughout the country, so that no person is admitted here without an engagement The engagethat he or she shall pursue the profession of a teacher. ment entered into was similar to that required by the Normal School in the State of New York. It had there been tried for eight years, and had been found to answer the purpose well. At the commencement of the school four years ago, there were 71 applications for the first session and 63 admissions; the following session there were 140 applications, and 125 admissions; in 1849, there were 123 applications, and 108 admissions; in the winter session of 1849, there were 181 applications, and 111 admissions; in 1850, there were 160 applications, and 185 admissions; and in the following session, the period of instruction was extended from five to nine months, but the experiment was not found to be successful. In that session the applications were 180, and the admissions 76; in the following session the applications were 93, and the admissions 80. They then returned to the former system, and in 1852 the applications were 123, and the admissions 101. Last session, on the removal to the new premises, and notwithstanding they labored under disadvantages for a month or two, the applications made were 162, and the admissions 144. The entire number of applications since the commencement, during the last four years, had been 1102, and the number of admissions 948; so that the whole number which has been taught in the Normal Schools is 948, or upwards of 200 a The total number of admissions to the New York State School, since its commencement, eight years ago, had been 8280. The Doctor then referred to the examination which had taken place, and to the very excellent specimens of linear drawing hanging on the walls. The pupils had been taught in this art, he said, by Mr. Hind, jun., a young gentleman who has done great credit to himself and to the Institution during his connection with it. In reference to the examination in music, he would say that the teacher had left it to his option whether the pupils should be examined in the principles of music, or sing a few pieces. He considered that the singing would be more relished by the audience. He then referred to the great object aimed at in their teaching, and the happy influences which it had not only upon the pupils but upon the teachers themselves, inducing the most ardent affection amongst them all, and he trusted that the same happy feelings would go from this Institution to the schools throughout the country, so that the schools may be conducted with feelings of affection, as well as in the strictest principles of virtue. The Government and Legislature had evinced every disposition to advance the interests of education, and had in no instance been niggard in their support of this Institution. (Applause.)

The Hon. the Chief Justice of Upper Canada then came forward to deliver His Excellency's Prizes, which consisted of two large piles of books. He said he was sure the books which he had now the honor and pleasure to distribute, had been selected with sound and enlightened judgment, and they would be both highly valuable and interesting to them. The candidates would have very great pleasure in receiving them, as they were presented by His Excellency the Governor-General, and their value was enhanced by the fact that they had earned them, and in a manner that had earned for themselves an honorable reputation. What was even more valuable than the prizes was the fact that, they had been laying a sure foundation for laudable exertion in every pursuit in after life. It was quite evident from the list placed in his hands that the competition had been very keen, and that having been more successful than their companions, it was an evidence that they had the advantage of being indued by Providence with good memories, sound judgement, and quick apprehension, involving a great responsibility upon themselves for the manner in which they use these

blessings, for to whom much is given from them also much shall be required. He said it was impossible that any one could witness the great exertions made by the Provincial Legislature in promoting education in the Common Schools of this country, without being sensible in how very great a degree the general character of the population of this country must be improved, the general intelligence and civilization of the whole community promoted, and in the same proportion their happiness and well-being increased. He could not forbear expressing his testimony on every recurring opportunity to the incessant exertions which the worthy Chief Superintendent has from the first given to the promotion of the success of this Institution so as to make it answer the great objects which were had in view in its establishment. His lordship refered briefly to the excellent building which had been provided for the Normal School, which he considered would very much conduce to the maintenance of the discipline of the Schools. He then delivered the prizes to the young gentlemen.

Master Charlton said that, as long as one of these books remained in

his library, it would serve to convince him of his obligations to Canada,

and more particularly to the Normal School.

Master Rathwell bowed assent.

Dr. Ryerson then read the report of the examiners. They had been ably assisted by Professor Croft and Professor Buckland in the examination, and in the awarding of the prizes. The report stated that the examiners had carefully examined all the written answers, and had found three of the candidates perfectly equal, and that they had been obliged to put another question, in order to decide the contest. The following was the order in which they stood on the list:—

1.	Benjamin Charlton,	from	the	County	of	Brant		188
2.	Samuel Rathwell	64	•	44		Carleton		192
8.	John Simmons	•	•	•	•			181
4.	John G. Malcolm		•	•	•			129
5.	William Vardon		•	•	•			128
6.	Anna Fleming		•	•	•			110
	W. Warren Trull			•	•			107
	Elizabeth Robinson			•	•			99
9.	John Campbell	•	٠	•	•		•	74
	Value of the	)uesti	ano	•				180

The Rev. Mr. Lillie concluded the proceedings with the benediction. Benjamin Charlton is a native of Upper Canada, and is 184 years of age. Samuel Rathwell is also a native of Upper Canada, and is 27 ears of age. Both attended during the previous session of the Normal School

### CLOSE OF THE EXAMINATION.

The examination of the Model School came to a close on Saturday. The greatest interest was manifested by the citizens both on Friday, during the examination of the girls, and on Saturday, during the examination of the boys. On Saturday afternoon, Principal Barron, of the Upper Canada College, conducted for a short time the examination in Mathematics, and expressed his utmost satisfaction in the ability and intelligence of the youths. The whole of the classes having been examined, the boys then sang several pieces, very spiritedly and well conducted by their teacher, Mr. Tupper, and concluded with the Queen's anthem, during the singing of which the whole assembly stood up.

Dr. Ryerson said, before proceeding to the play ground to the gymnastic exercises, he wished to state that with the earnest and urgent entreaty of his associates, Mr. Sangster had taken upon himself the

head-mastership of the new central school in Hamilton, and they had to express their deep regret that the bonds of affection which had so long existed were now to be severed. But they were willing to deny themselves the pleasure of his fellowship that the advantage of their system of teaching might be more widely extended, and had urged upon him the acceptance of the situation in Hamilton. These remarks would explain the ceremony that was to take place.

Several of the more advanced of the pupils then stood up in front and one of them read the following:

To John H. Sangeter, Esq.

DEAR SIR,—As we understand you are about to remove from Toronto, and that your connection with us now terminates—you to enter on what we hope will be a more influential and extended sphere of labor, and we, consequently, to lose the valuable instruction with which you have from time to time favored us—we deem the present a fitting opportunity for expressing to you the esteem and regard we enterthin towards you. We rejoice at your elevation to the situation upon which you have just entered, and we sincerely trust it will prove agreeable, honorable, and profitable to you. While these sentiments find a ready regnonse in our breasts. We must express our regret that you cannot response in our breasts, we must express our regret that you cannot enjoy that reward of your diligence and zeal in the cause of education without its severing those bonds of affection which have so long existed We should be denying ourselves a great pleasure, did we allow the present opportunity to pass without tendering to you our grateful acknowledgments for the unwearied diligence and earnestness with which you have discharged the arduous duties of your profession, and we would hope that your future labors in connection with the rising generation, wherever you may be, will be fully appreciated.

To recal the scenes of past years affords us much gratification, as it brings to our minds many events of a pleasant character in connection

with you, as one of our teachers.

We hope the recollections of the past will always be a source of enjoyment to you, and that your grateful pupils here and elsewhere will feel that inextinguishable community of sentiment and feeling, unaltered by time or distance, to which we would on the present occasion attempt

to give utterance.

This trifling testimonial of our esteem and regard we beg you to accept, hoping that, though its intrinsic value be small, it will afford you pleasure in after years, by the reflection that your untiring exertions have not been wholly unappreciated by your affectionate pupils.

In conclusion, we offer you our united thanks for the kind interest you have ever manifested in our welfare—we wish you success and prosperity in every situation and circumstance of life—we commend you to the confidence and respect of all whose privilege it may be to listen to your instructions—and we feel assured that as your pupils here and in other parts of our beloved country advance in life, they will remember with gratitude, as we remember now, the pleasing manner in which you have blended entertainment with instruction.

H. ROGERS,
A. RICHARDSON.
W. FAHEY

A. RICHARDSON, J. GRAHAM, A. KENNEDY, T. DAVIDSON,

R. KEOWN, Committee.

Model School, Toronto, 16th April, 1653.

One of the boys then handed Mr. Sangster-w very handsome silver

watch and guard chain, and gold key.

Mr. Sangster made a very happy reply, which we give nearly verbatim. My Dear Boys,—This unexpected proof of your attachment and love has taken me by surprise, and has so moved me, that I can scarcely command myself sufficiently to answer you. In receiving this beautiful token of your regard, and in listening to the expression of your affectionate sentiments of esteem, my breast has been filled with very conflicting emotions. On the one hand it affords me the most unbounded gratification and pleasure to reflect that although it has frequently been my imperative but unenviable duty to enforce discipline, and consequently to inflict some degree of chastisement, and although in moments of haste or of irritation, I may have given utterance to harsh and impatient expressions, as foreign to my own feelings as they must have been disagreeable to yours, I still retain your confidence and love, which believe me, I shall ever prize most highly. On the other hand, it is with extreme grief and reluctance that I am compelled to acknowledge to myself the near approach of the time when I am to remove from among you, perhaps for ever. I have always contemplated the bare possibility of this event with much pain, but latterly its certainty has become hour by hour still more intensely painful. We have been connected together for a period of more than four years, and many pleasing recollections arise in reviewing the past. separate—you to enjoy your vacation, and afterwards to return again to prosecute your studies under the guidance and superintendence of your able and talented teachers; and I go among new faces and new dispositions, to enter into a new field of labour, and to undertake new duties and new responsibilities. Upon your return you will doubtless miss one familiar face, but how many familiar faces shall I miss; you will have parted with one friend, but with how many friends shall I have parted; how long shall I have to labor in my new school before the faces that day by day assemble around me recall so many agreeable and delightful associations. How improbable that I shall ever again be connected with a class of boys at once so diligent, so obedient, so intelligent, and so affectionate. I feel convinced that many of you will yet occupy offices of trust and responsibility, for, in this our beloved and noble country, where the only passports to power are virtue and knowledge, and where the highest offices are within the reach of the humblest individual, there is no station so exalted that you may not aspire to fill it; there is nothing that you may not accomplish by integrity, united with persevering industry and talent, combined with energy. Remember that every beat of this valuable watch, shortens the time allotted to us for improvement and for preparation for that more blessed state where our existence will cease to be measured by Therefore, my dear boys, strive earnestly to improve every moments. moment and humbly pray that your moral culture may keep pace with your intellectual attainments, that as your minds become illuminated with the light of substantial knowledge your hearts may become enlightened by grace. My earnest prayer to Almighty God is, that you may all cheerfully, and honorably, and well, fulfil the various duties and obligations that may devolve upon you in after life, and that you may pass unscathed and untouched through the many snares and temptations that beset the slippery path of youth. This watch shall be one of the most valued and precious of my earthly possessions,

and in after years whether near to, or far from, the scene of this day's proceedings, when I look upon it the events of bygone days shall be recalled to my memory, and in its face I shall see reflected the faces of those I now behold before me, and whom I love and shall continue to love as younger brothers. (Great applause.)

This reply was delivered with great feeling and caused considerable sensation in the large assembly, and many eyes were moistened at the

pathetic scene. Mr. Sangster himself was much affected.

Dr. Ryerson rose and said, that he could not allow the present opportunity to pass without one remark, in justice to an able and invaluable teacher. Mr. Sangster came to this place several years ago quite a lad not a great deal older than some of the boys in the class; but the superiority of talent he evinced, and the rapid progress which he made pointed him out as a lad of great promise, and we watched with interest his attention and zeal, and the hopes they inspired have not been betrayed. By the warm recommendation of the Head Master of the Normal School, he (Dr. R.) was requested to submit his name with that of Mr. McCallum to take charge of the Model School. During the last year he had been employed also in the Normal School as one of the instructors of teachers, and in that relation be has evinced the same enlightened industry and talent, and facility of instruction which he has uniformly displayed in the Model School. He had no doubt in his own mind of his giving satisfaction, and he had no doubt that his labours and his energy and his intelligence will be appreciated in Hamilton. It will be no very easy thing to suply his place here. While therefore we part with him with the deepest regret, we do wish that our system of instruction may be more widely extended—that it may extend from this as its common centre until it reaches the circumference of the Province. He was sure the assembly would unite with him in his carnest wishes, and in his sincere prayers for Mr. Sangster's success and prosperity. These feelings of affection for him were not confined to the pupils or to the teachers of the Institution, they are shared in alike by some of the most distinguished private families in Toronto. He would himself be deeply interested in his success, and would make many a journey to Hamilton to see him in his new sphere of labour. May the God of all grace defend, establish, prosper him.— (Great applause.)

The assembly then went to the play ground, and the pupils having gone through a variety of gymnastic exercises, the proceedings termi-

nated about five o'clock.

## OPINIONS OF THE PRESS.

### THE NEW SCHOOL ACT.

[From the Chatham Western Planet.]

We have much reason, on an attentive perusal, to be pleased with many of its provisions, as they will have the effect of remedying some of the deficiencies existing under the Act 18 & 14 Vict., chap. 48. As those imperfections were presented from time to time to the Chief Superintendent by Trustees and Local Superintendents, we can trace the hand of Dr. Ryerson in the framing of this Act, whose suggestions and views are here embodied; and which the Legislature very wisely endeavoured to meet as far as possible. If there is any good quality in the present Government, to which we can accord our most unqualified approval, it is the earnest and sincere desire they have always evinced, to administer to the educational wants of the people—to establish a national system of Common Schools, on the broadest and most liberal basis, more amply endowed than in many countries, which number treble the population and revenue. If education therefore does not keep pace with the Legislative attention and care bestowed upon it, it arises from causes over which no Government or Parliament can exercise any control, but which are inseparable from our peculiar local circumstances-a sparse population, and as a consequence inefficient schools. It is satisfactory, however, to know, that time will remedy this, and that many of the obstacles which now impede the general adoption of an elevated standard of intellectual instruction will imperceptibly yield before the increase of population and the onward march of improvement. The great difficulty of adopting a School Bill to meet the wants of thinly populated sections of the country is one reason why no law that has ever yet been passed for the establishment and maintenance of national education has been decidedly popular. However wisely framed or judiciously carried out, it fails to fulfil the object intended; and hence it is either condemned in toto by parties who consider themselves aggrieved under its provisions, or alterations are demanded so as to bring them more immediately within the sphere of its operation. This was the case with the Act which the present is intended to remedy. One decided grievance was sanctioned by it, namely, the power given to trustees to assess the inhabitants of a Section, for the support of a school, while they (the trustees) were careless and neglectful of their duties, failed to comply with the law, and



allowed the efficiency of the school to be impaired in consequence. The 2nd clause of this Act stringently provides against this. Each school must be supplied with a Register and Visitors' book, both of which are essential to the success of education in every school section. In almost every school the writer has visited, he has found the Register kept on a slip of paper, and in such a careless, confused manner, that no person, except the teacher, can make out the annual report. In one instance the trustees found it impossible to render the report, in consequence of the teacher having left the country, and the section forfeited the last instalment of that year, and the whole of next year's appropriation in consequence. The remissness of trustees in handing in the reports at a proper time to allow the Superintendent to forward his abstract to the Office of Education, within the period fixed by law, called for some compulsory enactment to obviate it. The 4th clause of the same section wisely provides against this in future. The 3rd gives the inhabitants a control over trustees, and will, no doubt, have a salutary effect in stimulating them to an active and efficient performance of their duties, by making them personally responsible for all monies lost to the section in consequence of their own neglect.

The 5th section has medified many of the provisions of the former Act in reference to the office of Local Superintendent. The duties were such, as no person could fulfil, with the small amount of salary voted by Municipalities, seldom in any instance exceeding the minimum allowed by law. It has, therefore, reduced the quarterly visits to halfyearly, which are sufficient for all purposes, and if properly performed, will allow the Superintendent ample opportunity of ascertaining the state of the school, the progress of the pupils, and the diligence of the teachers; as also of offering whatever advice and suggestions he may

deem necessary.

This section also judiciously provides against the appointment of school teachers to the office of Superintendent. Instances of such appointments have come under our own observation, and though there was no express provision against them, yet we could not but look upon them as a decided violation of the spirit of the School Law. The very nature of the appointment carries with it its own condemnation and absurdity. It gives a man a seat at a board from which he has to receive his own qualification, and therefore he is constituted his own examiner. It elevates an equal to a superior, by making the teacher the Superintendent of teachers, and it thus excites jealousy and distrust, where it ought to inspire confidence and good feeling, and commute benefit both to the teacher and taught. But again a person who has much difficulty to attain a third class certificate is frequently appointed a Superintendent, whose duty is to examine teachers for a first class, which requires an accurate knowledge of many of the sciences, and to visit and ascertain the state of education in schools, con-

ducted by men of this high standard of qualification.

The 7th clause of this section has also remedied a most serious inconvenience to teachers and people under the late Act. The Board of Public Instruction is required to meet only once every quarter for the examination of teachers; and no teacher can be engaged in a school without having first received a legal qualification. Hence those who failed to present themselves at the last meeting had to remain unemployed till the next, which kept many schools closed that would otherwise have been in active operation. Now, however, the Superintendent can give a certificate to enable the teacher to pursue his duties

till the next sitting of the Board, when it will be ratified.

Such are the principal provisions made to modify and extend the present School Law; and we have no doubt they will prove generally satisfactory. We are rejoiced to see that the Sectarian clause remains as it was. And we most ardently desire that no representations, no remonstrances nor persuasions will induce the Legislature when this Bill again comes under its consideration, to allow the educational interests of this country to be sacrificed on the altar of religious prejudice or sectarian exclusiveness. We hope never to see the day when a Canadian Parliament will sanction the appropriation of money to substitute the teaching of the dogmas of this or that church in our Common Schools for secular instruction. We wish still to witness the school master and pastor, two distinct beings, each sedulously pursuing their own duties and keeping distinctly in their own separate spheres.

DR. RYERSON'S SCHOOL REPORT.

[From the Quebec Gazette.]
The general arrangement of this Report is not only natural, but most complete in all its parts. We are free to confess that we experience great pleasure in handling a Report of this description. There is a tangibility about it that must rivet the attention of the most casual reader, and impress on his mind that the writer is capable not only of rising into the higher regions of thought, and embodying his conceptions in the choicest expressions, but that he is fully sensible of the importance of his highly responsible office, and a decided enthusiast in the cause of education—a cause the least likely to excite enthusiasm in the breasts of this money-making and money-loving generation. It were well did all our legislators and public men possess half the amount of energy and zeal in promoting and forwarding that which he is so

laboriously, and, we may add, successfully, engaged in. A great deal has already been done in Canada West, but the inhabitants are merely A great deal on the threshold, they have scarcely got one foot over into the vestibule which they must undoubtedly pass through before they are permitted to enter the banqueting chamber, and participate of the rich repast that is preparing for them. Or, to use another figure, education in Canada West, at the present time, is like a child freed from its swaddling band in which ignorance and prejudice had bound it for so many years; but if the child, when thus free, is so very fair in its proportions, what will it not become when it has grown to maturity? We trust that the kind hand who has hitherto watched over it with so much care in its infancy, will be spared to do so through its various stages, till it reaches its full growth, and stands forth in all its gracefulness and beauty, before a contented, a happy, and a thankful community. We venture to predict that generations yet unborn in Canada will bless the name of Dr. Ryerson, and that it will be associated with the names of Bell and Lancaster, and handed down to the latest

posterity. The Report is divided into two distinct heads, besides the Appendices, making in all a volume of 224 pages. To each of these, in their order, we would now direct the attention of our readers, fully persuaded that by so doing they will be put in possession of a certain amount of knowledge, of which they are partially ignorant, and, at the same time, they will be able to form a correct opinion of the efficiency of that scholastic system which is destined, at no very remote period, to bless Upper Canada, and to compare it with the system at present in operation amongst ourselves in this lower part of the Province, with a view to the amelioration of the latter. The first part consists of thirteen chapters or sections. The title of the first of these is "Extracts from the Reports of Local Superintendents of Schools," and is of the most interesting description. rrom the Reports of Local Superintendents of Schools," and is of the most interesting description. The Chief Superintendent, after stating that the appointment of "Township Superintendents" instead of County or Circuit Superintendents, is of "questionable efficiency," goes on to say—"There is, nevertheless, in the method of reporting by townships, something peculiarly practical and interesting. The most extensive and minute analysis of the public mind on the great problem of the age is thus presented, and the largest induction of facts is obtained. Township after township rises up before you in its own diaobtained. Township after township rises up before you in its own disobtained. Township after township rises up before you in its own distinct features, its defects, its wants, its struggles, its failures, its successes, its progress—and then may the features common to all, or the greater number, be contemplated, and the general results inferred." "These extracts" (from the Township Superintendents, &c., no less than 128 of them being inserted in the Appendix of the Report) "cannot fail to be read with deep interest. They are a mirror in which is reflected the educational condition of the country; and while much will be seen to humble to mortify to grieve—there will also be found will be seen to humble, to mortify, to grieve—there will also be found in action—and often in vigorous action—the essential elements of a country's sure and rapid advancement, and an organization to the results of which limits cannot be easily assigned." Did our space allow, we should insert the whole of the paragraph which follows the one we have already noticed—but this is impossible. Our readers must, therefore, be content with one extract. It is to the point, and we like it. It is truthful, and is expressed in language not only strong, but at the same time possessed of great elegance.

In speaking of the abandonment of the Free School System in some

of the school sections, the Chief Superintendent says—"In searching for the causes of failure in the instances mentioned, they will be found not in the system itself, but in one or more of the facts that the free school has been brought into operation either when the school-house has been unfit or too small to accommodate all the children of the school section, or the teacher has been incompetent to teach them, or the combination of ignorance, prejudice and selfishness in the section has proved more powerful than the desire and efforts for universal knowledge. In the contests of light with darkness, of liberty with despotism, of the interests of childhood with the selfishness of manhood, of the nobleness of a coming generation with the ignobleness of a present generation, the former may often experience a temporary defeat, weep under the sorrows of disappointment, and bleed under the infliction of wrong; but the nature of the contest waged, and the many examples of a splendid success, leave no doubt as to the ultimate issue of the manual character."

mate issue of the general struggle."

The chapter finishes with twelve general inferences deduced "from

the extracts of the Local Superintendents' Reports."

It is to be hoped that the legislature, when it meets next month, will take up this subject, and pass such a law as will compel those possessed of property to contribute for the support of schools in Canada West. The voluntary principle has been tried both there and here, and has proved a failure. Education will never progress under such a system of support. A general tax imposed by law on all is not only the most equitable, but in the long run it will be found to be the cheapest and most efficient means of raising the necessary funds for extending the blessings of education to all classes of the community. We must, however, close for the present, but shall return to this most interesting subject in a future number.





TORONTO: APRIL, 1858.

### NORMAL SCHOOL FOR UPPER CANADA.

The next session of the Normal School will commence on Monday, the 16th of May. All candidates are required to present themselves during the first week of the session—otherwise they cannot be admitted. Applications for admission to be addressed to the Chief Superintendent of Schools.

# RECENT APPOINTMENTS IN THE NORMAL AND MODEL SCHOOLS FOR UPPER CANADA.

Since the retirement of Mr. H. Y. Hind, last autumn, from the Second Mastership of the Normal School, the duties of his department have been discharged by Mr. Eangster, and a special Lecturer in Chemistry and Natural Philosophy. On the appointment of Mr. Sangster to the Head Mastership of the Central School at Hamilton, and the settlement of the Normal and Model Schools in the new premises, some arrangements have been made. Among these, we understand that the Council of Public Instruction have conferred the appointment of Second Master upon the Rev. William Ormiston, A.B., Presbyterian Clergyman, of Clarke, County of Durham. Mr. Ormiston is a gentleman of large experience in teaching in Upper Canada, having been successively a Teacher of Common School, a Classical Tutor, a Professor of Mental and Moral Philosophy and Logic, in one of our Provincial University Colleges; in each of which positions he acquitted himself with great ability and success. Mr. Ormiston is a graduate of Victoria College; he had charge of the English Department in that Institution, and was subsequently Classical Tutor, while Dr. Ryerson was connected with it; and such was Dr. Ryerson's opinion of his abilities and qualifications as a teacher, that, on his return from Europe, in 1846, and before the establishment of the Provincial Normal School, he wished to recommend Mr. Ormiston to the Head Mastership of it; but Mr. Ormiston declined the offer, on the ground of his intending to devote himself to the clerical profession. Again, on the anticipated retirement of Mr. Hind, last year, Dr. Ryerson renewed his application to Mr. Ormiston, who, however, still hesitated to leave his position, which was, in every respect, agreeable to him, and the emoluments of which exceeded the salary offered. But on visiting the new Normal School premises, a few weeks ago, Mr. Ormiston was so impressed with the noble character of the Institution, and its vastly increased facilities for conferring the greatest good upon the country, that he expressed something like regret that he had not o'herwise considered the offers which the Chief Superintendent of Schools had made to him. On learning this, Dr. Ryerson conferred again with Mr. Ormiston, on the subject, and the Council of Public Instruction have confirmed his appointment as Second Master of the Normal School.

We congratulate all parties concerned, and the public at large, on the accession to the Normal School of a man of so much energy, ability, and devotion to the cause of education, as Mr. Ormiston has always evinced.

The Officers of the Normal and Model Schools, according to the recent appointments, are as follows:—

- 1. Thomas J. Robertson, Esq., Head Master of the Normal School.
- 2. The Rev. William Ormiston, A.B., Second Master in the Normal School.
- 3. Mr. Archibald McCallum, Master of the Boys' and Girls' Model Schools, and Teacher of Book-keeping in the Normal School.
- 4. Mr. Sampson P. Robins, second Master in the Boys' Model School, Teacher of Writing in the Normal School, and Assistant in the Junior Division.
- 5. Mr. William Hind, Teacher of Drawing in the Normal and Model Schools.
  - 6. Mrs. Dorcas Clarke, first Assistant in the Girls' Model School.
- 7. Miss Catherine Johnson, second Assistant in the Girls' Model School.
- 8. Mr. Elon Tupper, Teacher of Vocal Music in the Normal and Model Schools.
- 9. Mr. Henry Goodwin, Teacher of Gymnastics and Calisthenics in the Normal and Model Schools.

N.B.—The Masters of the Normal School are, ex efficiis, Visitors of the Model Schools,—to see that the object of that Institution for the training of Student Teachers are carried fully into effect; and that the system of instruction there is the same as that taught in the Normal School—Colonist.

# RESOLUTIONS

PASSED AT THE COUNTY SCHOOL CONVENTIONS LATELY HELD IN THE DIFFERENT COUNTIES OF UPPER CANADA, BY THE CHIEF SUPERINTENDENT OF SCHOOLS.

### (Concluded.)

I. RESOLUTIONS RELATING TO THE EXTENSION OF THE POWERS OF TRUSTEES IN REGARD TO DECIDING UPON THE MAMNER OF RAISING SCHOOL MONEYS.

UNITED COUNTIES OF LEEDS AND GRENVILLE.

Meeting at Brockville on the 4th of March.

ADIEL SHERWOOD, Esq., Sheriff, in the Chair; Mr. W. B. McCLEAN, Secretary.

Moved by Mr. Breakenridge, seconded by Mr. William McLean, and

- "Resolved,—That it is desirable that the same power which the Trustees of Cities, Towns and Villages possess, with regard to the determining in what manner Common Schools shall be maintained, be extended to Trustees in the Townships."
- II. RESOLUTIONS IN FAVOUR OF A PROVINCIAL SYSTEM OF FREE SCHOOLS, SUPPORTED BY COUNTY OR TOWNSHIP RATES, &c.

COUNTY OF ONTARIO.

Whitby, 23rd of February.

EZRA ANNIS, Esq., in the Chair.

Moved by A. FAREWELL, Esq., seconded by Rev. Mr. BARCLAY, supported by Rev. Mr. Ormiston, and

"Resolved,—That this Meeting recognizes the principle that the wealth of a ccuntry should be chargeable with the education of the youth of that country, and looks forward with satisfaction to the time when such principle shall obtain generally in Canada, and be introduced into our school law."

Moved by Rev. Wm. Ormiston, A. B., seconded by Rev. R. H. Thornton, Local Superintendent, and

"Resolved,—That in view of furthering the object contemplated in the foregoing Resolution, this Convention is of opinion that the power to determine whether the schools in any County or Township should be Free, might with propriety be vested in the Municipal authorities of such County or Township, until a Provincial enactment be passed to that effect."

Moved by Rev. Mr. Ormiston, Local Superintendent, seconded by Rev. R. H. THORNTON, and

"Resolved,—That when a Rate-bill is imposed upon pupils in any School Section, such Rate-bill shall not exceed one shilling and threepence per month."

COUNTY OF HASTINGS.

Belleville, 26th of February.

Dr. Walton in the Chair.

Moved by J. Denike, Esq., Local Superintendent, seconded by Mr. Solomon Vermilvea, and

"Resolved,—That all restrictive measures in reference to the practical working of our Common Schools be rescinded, and that all our schools be free by Legislative enactment."

COUNTY OF PRINCE EDWARD.

Picton, 28th of February.

JAMES McDonald, Esq., Sheriff, in the Chair.

- "Resolved,—That it is the opinion of this Convention, that an assessment should be levied by the County Councils for the support of Free Shools, after all such other funds as may be available for school purposes shall be exhausted."
- "Resolved,—That this Convention recognises the soundness of the principle that the property of the Province should educate the youth of the Province, on the ground that the benefit derived from general education is enjoyed by the whole community; but would, at the same time, express the opinion, that if the community is thus compelled to pay for the support of schools, the law should provide for the full enjoyment of the benefit paid for, by making it compulsory on all to avail themselves of the benefits of Education."

UNITED COUNTIES OF LENNOX AND ADDINGTON.

Napanee, 1st of March.

EDWIN MALLORY, Esq., in the Chair.

Moved by Dr. Aishton, Local Superintendent, seconded by Dr. Aylsworth, and

"Resolved,—That it is the opinion of this Meeting that it would be more satisfactory to have a Provincial Act, providing for the universal adoption of the Free School system, than the provisions of the present Act."

COUNTY OF FRONTENAC.

Kingston, 2nd of March.

DAVID ROBLIN, Esq., Warden, in the Chair.

Moved by Thos. Kirkpatrick, Esq., seconded by J. Burrows, Esq., and

"Resolved,—That the Free School system be adopted by the Legislature."

UNITED COUNTIES OF LEEDS AND GRENVILLE.

Brockville, 4th of March.

Moved by Thos. Vanston, Esq., Local Superintendent, seconded by Mr. Niblock, and

"Resolved,—That all the Common Schools be made free, by Legislative enactment."

UNITED COUNTIES OF LANARK AND RENFREW.

Perth, 5th of March.

J. G. Malloch, Esq., in the Chair.

"Resolved,—That it is the sense of this Convention that the Provincial Parliament ought to make provision, by law, for a universal system of free education."

COUNTY OF CARLETON.

Bytown, 8th of March.

W. F. POWELL, Esq., Warden, in the Chair.

Moved by the Rev. W. LOCHEAD, Local Superintendent, seconded by the Rev. N. F. English, and

"Resolved,—That in the opinion of this Meeting it is desirable that a Legislative enactment be passed for the general adoption of Free Schools."

COUNTY OF DUNDAS.

Matilda, 10th of March.

JACOB BROUSE, Esq., Warden of the County, in the Chair. Moved by the Rev. A. Dick, (Secretary to the Meeting,) seconded by J. S. Ross, Esq., and

"Resolved, 1st,—That we recognise the Free School system of education as being the one best adapted to the genius of our institutions and the wants of our country."

Moved by the Rev. ALEX. DICK, seconded by John Doran, Esq., and

"Resolved, 2nd,—That for the better working of our School system it is desirable that a law be passed at the present Session of our Provincial Parliament, by which, in a manner that shall be equitable and just, all the Common Schools shall be made free."

"Resolved, 3rd,—That inasmuch as education generally diffused is indispensible to the security of property, true national prosperity and greatness, we, therefore, regard a property tax for the support of Free Schools as equitable and just."

"Resolved, 4th,—That taxes imposed for the support of Schools will ever yield a greater return in the prosperity and security of a nation than those which are levied for the building of fortifications and navies, and the support of armies."

"Resolved, 5th,—That this Meeting anxiously anticipates the day when the Clergy Reserves shall be made available for the purposes of education."

UNITED COUNTIES OF PRESCOTT AND RUSSELL.

L'Orignal, 15th of March.

C. JOHNSON, Esq., ex-Warden of the County, in the Chair.

"Resolved,—That the present School Law be so altered as to make the system of free schools general."

III. RESOLUTIONS RELATING TO THE ESTABLISHMENT OF PUBLIC LIBRARIES.

COUNTY OF ONTARIO.

Whitby, 23rd of February.

Moved by Rev. Mr. THORNTON, seconded by ROBT. CAMPBELL, Esq., and

- "Resolved,—That whereas it is essential to provide mental food for the youth of our country, it is the opinion of this Convention that measures should be forthwith adopted to secure this, by the establishment in each Township of School Libraries:
- "That the several Township Municipalities shall raise for Public Libraries, say £50 or £100, which will secure the Government appropriation:
- "That it shall be part of the duty of the Town Clerk to take charge of the Books, which shall be classed into as many divisions as there are School Sections, which Sections shall obtain their supply once per quarter, according to such rotations as shall secure the whole in turn."

UNITED COUNTIES OF NORTHUMBERLAND AND DURHAM.

Cobourg, 25th of February.

Moved by Rev. Wm. Ormiston, seconded by Dr. Beatty, and "Resolved,—That it is the opinion of this Convention that the most practicable plan of rendering available the Legislative provision for Public Libraries, is the establishment of Township Libraries, under the authority and management of Township Municipalities, with the School Teachers of such Townships and Towns."



COUNTY OF HASTINGS.

Belleville, 26th of February.

Moved by J. J. FARLEY, Esq., seconded by Robert Bird, Esq., and

"Resolved,—That this Meeting considers Township Libraries preferable to County or School Section Libraries."

COUNTY OF PRINCE EDWARD. Picton, 28th of February.

"Resolved,—That in the opinion of this Convention the establishment of Township Libraries will better promote the objects proposed by the formation of Public Libraries, than the establishment either of County or School Section Libraries."

UNITED COUNTIES OF LENNOX AND ADDINGTON.

Nupanee, 1st of March.

Moved by Dr. AISHTON, seconded by Dr. AYLSWORTH, and "Resolved,—That this Convention approve of the establishment of Township Libraries."

COUNTY OF FRONTENAC.

Kingston, 2nd of March.

Moved by Thos. Kirkpatrick, Esq., seconded by J. B. Marks, Esq., ex-Warden, and

"Resolved,—That in the opinion of this Convention the establishment of County Libraries, embracing Scientific Works and Works of Reference, and also Township Libraries, are desirable."

UNITED COUNTIES OF LEEDS AND GRENVILLE.

Brockville, 4th of March.

Moved by Mr. McCarthy, seconded by Mr. Dowling, and

"Resolved,—That this Meeting are of opinion that the cause of Education would be best advanced by the establishment of Township Libraries."

united counties of Lanark and Renfrew. Perth, 5th of March.

"Resolved,—That it is the sense of this Convention that Township Libraries should be established, as being the best fitted to promote the object of diffusing information among the people."

COUNTY OF CARLETON.

Bytown, 8th of March.

Moved by H. J. Friel, Esq., seconded by Peter Tompkins, Esq., and

"Resolved,—That in the opinion of this Meeting Township, Town, and Village Libraries are desirable."

COUNTY OF DUNDAS.

Matilda, 10th of March.

Moved by P. CARMAN, Esq., seconded by Dr. A. WORTHING-TON, and

"Resolved,-That Township Libraries are best suited to our present wants."

UNITED COUNTIES OF STORMONT AND GLENGARRY.

Cornwall, 12th of March.

Moved by the Rev. H. Patton, seconded by Mr. KAY, and unanimously

"Resolved,—That it is the sense of this Meeting that it would be desirable to establish Public Libraries in every County. That these might be established on the principle of a combination of the systems of County, Township, and School Section Libraries—the County Libraries to contain merely large and expensive works, such as Encyclopædias for reference, &c.—the Township Libraries to consist of a general selection from the List, and to be established on the circulating or perambulatory system among the several School Sections."

UNITED COUNTIES OF PRESCOTT AND RUSSELL.

L'Orignal, 15th of March.

" Resolved,—That it is the sense of this Convention that Town-

ship Libraries should be established, as being the best fitted to promote the diffusion of useful information among the people; but with the power of dividing and circulating the books among the different School Sections of the Township."

### IV. MISCELLANEOUS RESOLUTIONS.

Cobourg, 25th of February.—Moved by Rev. W. Ormiston, A. B., seconded by Rev. Mr. Horne, Local Superintendent, and

"Resolved,—That this Meeting greatly deprecates the possibility of our present School system being overturned by the establishment of Separate Schools, and would rejoice at the adoption of any measure which would ultimately tend to render the Common Schools of our country at once national, unsectarian, and free."

Matildu, 10th of March.—"Resolved,—That this Meeting regrets that a clause in the School Act should have been admitted to encourage or tolerate any division of Schools, predicated on principles having a sectarian tendency: That as an amendment to the School Act has been promised, this Meeting do earnestly pray that the attention and wisdom of the Government may be exercised in this great and important cause—that an Act may be passed by the Legislature to establish a General System of Education, based on principles totally free from any sectarian influence."

Whitby, 23rd of February.—Moved by Rev. Mr. THORN-TON, seconded by ABNER HURD, Esq., and unanimously

"Resolved,—'That the thanks of this Meeting be cordially tendered to the Rev. Dr. Ryerson, for the courteous manner with which he has replied to the various questions propounded; as also for the valuable information which he has offered on the different subjects under consideration."

Cobourg, 25th of February.—Moved by Dr. Beatty, seconded by the Rev. Mr. HORNE, and unanimously

"Resolved,— That the thanks of this Meeting are hereby presented to the Rev. Dr. Ryerson, for the able exposition he has given of the points of the School Law which have come under discussion; and also for the very great trouble he has taken in his preparatory measure for the establishment of Public School Libraries, with its cordial approval of the same."

Belleville, 26th of February.—Moved by B. F. DAVY, Esq., seconded by C. O. Benson, Esq., and unanimously

"Resolved,—That this Meeting cordially unite in offering to Dr. Ryerson, Chief Superintendent of Common Schools in Upper Canada, their thanks for the very lucid and highly gratifying address this day delivered by him upon the subject of Common Schools and Popular Education—and for the display of his enlightened views as to the introduction of Public Libraries in connection with the School system."

Picton, 1st of March.—" Resolved,—That the cordial thanks of this Convention be presented to the Rev. Dr. Ryerson, for his attendance on this occasion, and the valuable information and advice given by him; and that it is the unanimous hope of this Convention that his valuable and efficient exertions as Chief Superintendent of Schools may long be enjoyed by this Province, which has already received from them so much substantial benefit."

Napanee, 1st of March.—Moved by Dr. Aishton, seconded by the Rev. G. D. GREENLEAF, and unanimously Resolved by a standing vote—

"That the cordial thanks of this Meeting be presented to the Rev. Dr. Ryerson, for his attendance and valuable services rendered on this occasion, as well as for his deep interest in, and the untiring efforts put forth, for the education of the youth of our Province."

Kingston, 2nd of March.—Moved by R. S. Henderson, Esq., Local Superintendent, seconded by Robt. Stewart, Esq., M. D., and unanimously

"Resolved,—'That the thanks of this Convention be given to the Rev. Dr. Ryerson, for his able and lucid exposition of the School Law; for his prompt and satisfactory answers to the



various questions propounded to him—and for his assiduous and unwearied efforts to promote the educational interests of the country; and that this Convention has full confidence in his ability and in his patriotism."

Brockville, 4th of March.—Moved by John Crawford, Esq., Mayor of the Town, seconded by Wm. Matthe, Esq., and unanimously

"Resolved,—That the persons composing this Meeting having listened with much satisfaction to the lucid explanations given by the Rev. Dr. Ryerson, the Chief Superintendent of Education for Upper Canada, on the all-important subject of Education, tender to the Rev. Dr. the thanks of this Meeting for the present manifestation of the deep interest which he takes in the education of the youth of Canada—as well as for his untiring efforts in times past to encourage and promote this good cause."

Bytown, 8th of March.—Moved by Judge Armstrong, seconded by Daniel O'Connor, Esq., and unanimously

"Resolved,—That the thanks of this Meeting be given to the Rev. Dr. Ryerson, for his able and interesting address, and for the untiring zeal in the cause of Popular Education with which he discharges the duties of his important office."

Matilda, 10th of March.—Moved by Wm. Elliott, Esq., seconded by George Brouse, Esq., and unanimously

"Resolved,—That this Meeting highly approves of the course pursued by the Chief Superintendent of Schools, and the efficient manner in which he has discharged his arduous duties—as also his able and patriotic defence of the cause of a liberal, enlightened, and practical system of education."

Cornwall, 12th of March.—Moved by Dr. Archibald, seconded by the Rev. Mr. Clarke, and unanimously

"Resolved,—'I'hat the persons attending this Meeting have listened with much pleasure to the very lucid explanations made by the Rev. Dr. Ryerson upon our educational system, as well as upon the subject of education in general, and tender to the Rev. Dr. their thanks for the unwearied efforts he is making for the advancement of the education of the rising generation in this Province."

### [Reported by Mr. Ure.]

### PRESENTATION OF PLATE TO THE REV. DR. RYERSON.

On Friday afternoon, the 1st instant, at four o'clock, an interesting scene was presented in the theatre of the Normal School. The gentlemen connected with that Institution and with the Education Office had resolved to present a service of plate to the Chief Superintendent, the Rev. Dr. Ryerson, as a testimonial of their affection and esteem, and the splendid theatre was filled with happy countenances to witness the pleasing ceremony. On the platform were the Members of the Council of Public Instruction; in the area were the teachers and officers of the Institution, with the students of the Normal School and a numerous company of friends; and the gallery was filled by the pupils of the Model School.

The testimonial consisted of a very handsome Tea Service, of eight pieces, on which were the following inscription:

INSCRIPTION ON THE FIRST SALVER.

This Salver and accompanying Tea Service
Presented to
THE REVEREND EGERTON RYERSON, D. D.,
Chief Superintendent of Schools for Upper Canada,
By the

Officers connected with the Department of Public Instruction, as a TRIBUTE

Of their affectionate esteem, and of their high appreciation of his unceasing efforts to promote popular education in this Province.

### Toronto, April, 1853.

The initial letter "R." is also engraved upon the shield-shaped pattern on each piece of the Tea Service.

INSCRIPTION ON THE SECOND SALVER.

Presented to
THE REVEREND EGERTON RYERSON, D. D.,
Chief Superintendent of Schools for Upper Canada, by

THOS. J. ROBERTSON, H. M.,

A. McCallum,

J. SANGSTER,

S. P. Robins, Wm. Hind,

D. CLARK,

C. JOHNSON,
Officers of the Normal and Model
Schools, Upper Canada.

J. George Hodgins,
Thomas Hodgins,
A. J. Williamson,
Connected with the Education
Office, Upper Canada.

The Chief Superintendent having been conducted to the platform with the members of Council, T. J. Robertson, Esq., in the name of his associates, presented the following

### ADDRESS.

To the Reverend EGERTON RYERSON, D. D., Chief Superintendent of Schools for Upper Canala, &c. &c., from the Officers connected with the Department of Public Instruction.

REVEREND SIR,—The circumstance of your return from your late onerous and successful labours in the public service affords us an opportunity, of which we gladly avail ourselves, of manifesting in strong terms the feelings of respectful esteem and regard which we entertain towards you. As Officers connected with the Department of Public Instruction, to whom all its workings must be familiar, we offer you this expression of our admiration for the ability and energy you have displayed in the management of that department; an ability acknowledged by individuals of all shades of opinions, and of which the present magnificent structure will long remain a monument.

The present state of popular education in Canada, which contrasts so favourably with its condition in other countries, is mainly attributable, under the Divine blessing, to your exertions; the very building in which we are now assembled owes its existence to your unwearied advocacy of the cause of public enlightenment, aided by the valuable co-operation of the Council of Public Instruction, and supported by the sagacious policy which allocated, for that purpose, a generous grant from the public funds. It is universally acknowledged to be one of the most elegant and convenient on this continent; and now that so satisfactory a result has attended your labours in promoting its erection, we cannot forbear congratulating you on their successful issue.

Trusting that the Institution has assumed a still more favourable position in public estimation during this session of the Normal and Model Schools—the first since these buildings were appropriated to their legitimate objects—and viewing this circumstance as an omen of future success under your guidance, equally kind, courteous and judicious, we conceive the present time to be peculiarly favourable to the expression of our sentiments; and while we cannot pass over in silence your public labours in the great cause in which we are all engaged, we respectfully request your acceptance of the accompanying tribute of our personal regard, which we offer with the warmest and most sincere wishes for your health, prosperity, and happiness.

(Signed)

THOMAS J. ROBERTSON,
Head Master;

A. McCallum, John Sangster,

S. P. Robins,

WM. HIND,

D. CLARK, C. JOHNSON,

Officers of the Normal and Model
Schools for Upper Canada.

Toronto, 1st April, 1853.

J. George Hodgins,
Thomas Hodgins,
A. J. Williamson,
Connected with the Education
Office for Upper Canada.

The Rev. Dr. Ryerson replied as follows:—I thankfully accept this handsome expression of your remembrance and affection. It is a touching and unexpected welcome on my return from a two months' tour, during which I have visited the various County Municipalities of Upper Canada, and conferred with many thousands of persons on the vital question of educating and providing useful knowledge for all the youth of our country. Though during that tour, I have witnessed almost every variety of condition amongst the inhabitants, from the hardships and privations of the new settlers along the shores of Lake Huron to the comforts and advantages of the citizens of our oldest towns and cities—and have experienced equal variety in modes of travelling—at one extremity of the Province making my way through deep mud, and at the other over snow four feet deep; yet I found everywhere a kind appreciation of my humble labours, and a noble and intelligent zeal and co-operation to impart the priceless blessings of education and knowledge to all the children in Upper Canada, and to make Upper Canada worthy of the patriotic pride of all her children. But to the beautiful testimonial which you this day present, there attaches a peculiar interest from the circumstance of its being the spontaneous offering of those whose position and duty it has no

large a degree, devolved on me to determine and oversee. It is a great satisfaction and alleviation of official responsibility and labour to know, that while compelled by necessity and duty to observe the most rigid economy, and require the strictest vigilance in all branches of this complex department, I am permitted to enjoy the respect and sympathy of all its officers, and to witness mutual good will and cordial harmony prevailing amongst them.

I need not say how little any efforts of mine would have availed in producing the results to which you refer, had it not been for the ever-ready and efficient labours of the various officers of the establishment, and the cordial support of successive Governments and Parliaments. In every County of Upper Canada I have heard gratifying testimony to the useful labours and salutary influence of the Normal School, as also to the facilities which have been provided for furnishing the schools with maps and apparatus, and for improving school architecture, and for diffusing education and general knowledge; and during my visit last week to the seat of Government, I found every disposition that the most sanguine mind could desire, both amongst the responsible Ministers of the Crown and the members of the Legislature generally, to aid us in our work and increase our means of usefulness. no instance was this feeling more strongly expressed than by Her Ma-jesty's representative, the Earl of Elgin and Kincardine, who has at all times so cordially and eloquently fostered and commended our system of normal and elementary instruction.

What we have thus far done, has been but laying the foundation. We are but commencing to raise the superstructure. Our system has only begun to be developed. The facilities as well as the fruits of the Normal School are yet immature. The buildings we now occupy are at length completed, so as to afford all the conveniences we could desire for lectures, teaching, and other purposes of the department; but I trust that in the course of the present year, we shall make the surrounding grounds tributary to the same objects—illustrating the teachings of agricultural chemistry and vegetable physiology by what may be witnessed on a limited scale (but sufficiently large for the purposes of teaching) in the culture and productions of a botanic, fruit, and vegetable garden, a rotation grain and grass farm, as well as a small arboretum of native and foreign specimens.

This year also we shall be able to commence the system of Public

Libraries, for which the whole country is impatiently waiting. By the enlightened liberality of the Government and the Legislature, I trust also to be able to add £1000 to the apportionment of the grant in aid of Common Schools in Upper Canada, besides furnishing the Journal of Education gratuitously to all the school corporations and superintendents. And I venture to hope we shall be able to commence a public museum and library, and also form the nucleus of a fund towards the support of superannuated or worn-out teachers.

I think that while the future presents demands for no ordinary labor, it is also full of hope both to the teacher and the philanthropist, the

parent add the child.

It remains for us to be impressed with the greatness of our mission. and the sacredness of our obligations—to do what in us lies to fulfil public expectations, and to perform our duties faithfully, ever imploring and relying upon the blessing of Him in whom is all our strength, and wisdom, and sanctity, and whose blessing maketh rich without the increase of sorrow.

The Doctor here handed the written reply to Mr. Robertson, and then said

That while there was nothing more degrading than for a man to take all his opinions, and regulate his conduct by the opinions, and it may be the prejudices of others, yet there was nothing more encouraging—next to the approbation of Him in whose hands we are, and through whose mercy we hope for salvation—nothing more encouraging than the respect, the approbation, the confidence, and the sympathy of those with whom we are associated in our labors; and especially nothing more encouraging than the confidence and good-will of that portion of the people who are interested in the progress and general diffusion of knowledge. Never, during the whole course of my life, have I experienced so numerous, so strong, and affecting expressions of this confidence and sympathy, as during the last three months in making a tour through the Province. Ile (Dr. R.) felt very much gratified by the large attendance on the present occasion, as there was nothing that lay nearer his heart, in connection with the great work in which he was engaged, than to see all the teachers that came under his charge placed in circumstances to command the respect and promote the usefulness of the community. He was astonished and delighted during his recent tour at the very high estimate in which teachers were held generally to that in which they were held five years ago, and also to the very different feelings as to the standard of their qualifications from that which existed some years ago. Had he had on his list the names of 500 teachers he would venture to say he would have got schools for them all, for applications without number were made to him. But it was not possible for them within any given period to train a sufficient number of teachers to supply all the schools of Upper Canada. There

are at present nearly 8500 schools, and the utmost that we can do is to send forth 200 teachers a-year, and at that rate it would take twenty years to supply a sufficient number of teachers for all the schools. There is not a town or village in Upper Canada in which they are not applying for teachers from the Normal School; so that those worthy young men who prepare themselves for more extensive usefulness will have the most encouraging assurance of success. The Rev. Superintendent expressed his delight at seeing so many children present, and said that the advantages which these children enjoyed in the Model School, where there were so many able teachers, were more than could be enjoyed by children in any common school in the city, for there it was impossible to supply a sufficient number of teachers to give the same amount of instruction that was given in the Model School. hoped the Model School children would be model children for all the city for their cleanliness, civility, and good conduct generally. The Rev. Superintendent concluded with these words—My earnest prayer to Almighty God is, that all the teachers by whom I am surrounded, and those friends who have met to do me honor this day, may live to witness such an unprecedented progress of civilization as to make them regard our own country as the pride of North America generally, and Upper Canada as the pride of all the British colonies. (Applause.)

The Rev. Adam Lillie, in the name of the Council of Public Instruc-

tion, then briefly addressed the Rev. Superintendent. affords us the greatest possible pleasure to witness this kind expression of sympathy with you in your labours for the elevation of the interests of the country. We go very heartily into the feelings which led these friends to present this testimony of respect. My own feelings, and I believe the feelings of those with whom I am associated, are, that by the blessing of God on your labours, you are rendering the country a very great service, and our hope is that He will spare your life very long in His service, and will enable you to realize to the fullest extent the desires with which your heart is so filled. We are delighted to soe, that you have been making further plans for the future, and specially pleased in the interest manifested in relation to the well-being of the teachers by the proposal of some provision for their sustenance, when they have labored as long as the gratitude and good-feeling of the community should think consistent and honorable they should do. This proposal will meet with the fullest co-operation on the part of the Council. To the parties by whom this testimony of affection and respect has been presented, I would take the liberty to say, that we congratulate you quite as much as we do him to whom this presentation has been made. To you it is delightful to have been placed in the position that has enabled you to come forward warmly and heartily to present this memorial. It would matter very little, indeed, what your wishes and determinations were to perform your duty, if you were met in your attempt to discharge that duty by anything either like indifference, or intermeddling, or unkindness. We know it has been far otherwise, that you have felt yourselves free, and have been animated by the kindness and interest taken in all your endeavours, and we rejoice that you have been enabled to conduct yourselves so honourably. We do feel that the whole educational interests of the country have been most fortunately prosecuted—promoted, on the one hand, by the earnestness with which the Chief Superintendent has laboured, and, on the other, by the zeal and intelligence which the officers and teachers have manifested. The Rev. gentleman then congratulated the students of the Normal School, and sat down amidst great applause.

The interesting proceedings were then closed with the benediction

by the Rev. Mr. Jennings.

DEATH OF PROFESSOR MURRAY.

On the 30th ult., suddenly, at Port Albert, Ashfield, the Rev. Robt. Murray, Professor of Mathematics and Natural Philosophy in the Uni-Murray, Professor of Mathematics and Natural Philosophy in the University of Toronto. Mr. Murray was for some years in a declining state of health, and had, in consequence, withdrawn from the active duties of his Professorship, which, however, during his absence, were most efficiently performed by J. B. Cherriman, M.A., Fellow of St. John's College, Cambridge. Previously to Mr. Murray's appointment as Professor, he held the office of Assistant Superintendent of Common Schools, Upper Canada. He was long and favorably known in Upper Canada, and had endeared himself, by his amiability and modesty, to a large circle of friends, by whom his many excellent qualities will be held in affectionate remembrance.—British Colonist.

FOUR GOOD HABITS.—There were four good habits which a wise and good man earnestly recommended in his counsels and by his own example, and which he considered essentially necessary for the happy management of temporal concerns-these are punctuality, accuracy, steadiness, and despatch. Without the first, time is wasted, those who rely on us are irritated and disappointed, and nothing is done in its proper time and place. Without the second, mistakes the most hurtful to our own credit and interests, and that of others, may be committed. Without the third, nothing can be well done; and, without the fourth, opportunities of advantage are lost which it is impossible to recall.



# Educational Intelligence.

### CANADA.

MONTHLY SUMMARY.

The Paris (U. C.) Star states, that there are at present under tuition in the Common Schools about 410 children; in the upper village school 280, in the lower 130; a number greater than has ever previously attended. This is a very gratifying prospect for Paris, as nearly every child of school age is at present enjoying the benefit of instruction. The Star is convinced that it would be difficult to find a child above five years old not attending school.—Two superior school houses are to be erected in St. Catharines during the ensuing summer, one near Yale's foundry, the other at the intersection of King and Academy Streets. They will cost about £2000.-Colonel Kingsmill, Chairman of the Board of Trustees, in the town of Niagara, is promoting school improvements with great zeal. He has drawn up a series of regulations for the guidance of teachers, and discipline of the scholars. Boys who make a noise in the street in passing to or from school are to be punished .- Dr. Burnside, on the 9th of April, (the seventyninth anniversary of his birth,) gave practical effect to his long-expressed intention of contributing to the support of Trinity College, Toronto. On that day he presented to the Corporation of the College the title deeds of property in this city, valued at £6,000. The Right Rev. Bishop Strachan, in an appropriate speech, accepted the gift on behalf of the Corporation, and a vote of thanks was passed to the venerable donor.——The new school houses in the cities of Toronto and Hamilton are now about completed, and will be opened for the admission of pupils at as early a period as possible. An open Convocation of the University of Toronto was held in the hall of the Legislative Assembly, on Tuesday, the 20th instant—the Vice Chancellor presiding. Several degrees were conferred, and twenty students matriculated. The addresses of the President were warmly applauded. -The Bill providing for the reorganization of this institution has received the Royal assent.

SCHOOL LECTURE BY W. O. BUELL, ESQ., PERTH.

On the 3d instant a lecture was delivered at Perth, by W. O. Buell, Esq., Superintendent of Schools, in advocacy of the system of public instruction now being established in Upper Canada. The lecturer gave a brief sketch of the history of education in England, illustrating the experience of that country, where the Government had granted large assistance to different religious bodies, instead of establishing a national system of education, under which all classes of the people would have been instructed. Although the nation was wealthy, and large sums had been raised by the different religious bodies themselves, and a large amount had been bequeathed and contributed by individuals, yet the result proved that such a course was ineffectual. "One-half of the whole adult population of the United Kingdom, including Ireland, cannot read or write. One-half of the female adult population of England and Wales cannot sign their names to a marriage certificate." "Great Britain contains a larger proportion of utterly uninstructed and degraded men, and women, and young children, than any other Christian country, fit to be ranked in the same scale of civilization and intelligence." The lecturer then turned to Holland, giving the results, where a different course was pursued, and showing the advantages of having a permanent system of public schools. He then turned to Upper Canada, and dwelt upon the great progress made in a very few years towards the establishment of such a system, and spoke of the fruits already apparent, and of our reasons for believing in a happy future, not indeed distant, when our country should be more generally blessed with the light of philosophy and the glow of patriotism. The religious element, the County Board of Public Instruction, school visitors and school libraries, free schools, and reasons why the rich should support them, as well as the zeal and ability of the Chief Superintendent-were among the topics embraced in the lecture; as well as the duty of parents in reference to schools, and the tendency of the School Law, to get up an educational spirit in the country. ---- The County Convention, held here to-day, was ably addressed by the Chief Superintendent, although he felt rather indisposed. The meeting was large, and great interest was manifested. A resolution in favor of Township Libraries, and one in favor of a legislative enactment, establishing free schools throughout Upper Canada, passed by large majorities. Several gentlemen addressed the meeting, discussing these topics.—Perth, 5th March.—From a Correspondent.

TESTIMONIAL OF RESPECT TO MR. F. M'CALLUM, S. S., No. 5, TRAFALGAR.

—On the 3d inst. a valuable silver watch, with suitable inscription, was pre-

sented by the Trustees of School Section No. 5, Trafalgar, to Mr. Finlay M'Callum, their late teacher, on his retiring from the profession of school-teaching. In the accompanying address, they state that the harmony which has existed in the Section is in a great degree attributable to his indefatigable labors, and the uprightness and consistency of his deportment, while his uniform amiability and kindness have gained him the confidence and esteem of all who knew him. Mr. M'Callum made an appropriate reply to this very high compliment.—Ibid.

PROMOTION OF EDUCATION AT FINGAL .- "A Friend of Progress" thus addresses the Editor of the London Prototype :- Permit me to give a short account of our doings in Fingal, for the promotion of education, hoping that it may have a tendency to stimulate others to more vigorous action, for the education of the youth of our Province, who, in a few short years, will be brought into public life, to take an active part in the affairs connected with the management of our young and interesting Province. The Fingal school was as much behind the times a year ago, as any school in the County of Elgin; but now, I am happy to say, it is second to none in the county. The people have voted down the old-fashioned high rate bill, and established a rate of 2s. 6d. per quarter, for each scholar attending school, the balance to be raised by a tax on the rateable property of the school section. That, you will say, speaks well for the intelligence and liberality of our section; another thing that has wrought a great change, and a very important one too, in our school, was the efficient services of a suitable teacher, who loves his high calling-because he delights in instructing those committed to his charge, and he spares neither money nor labor to make the school-room attractive to the pupils. The consequence is, that, under such a system, the people found the school-house entirely to small, and they, like intelligent British subjects, voted that the trustees should immediately build a new school-house. Our trustees who also take some interest in education, set to work and erected a large and commodious building, thirty by fifty feet, and fourteen feet between the floor and ceiling; the house is seated according to the most approved plan, four rows of seats in the width of the building, the seats facing the teacher; every seat with a desk in front; the house is divided into three apartments: the larger part seats one hundred pupils, the two smaller parts for recitation rooms. The recitation rooms are of great advantage to the school, from the fact that three classes can recite at the same time in the several rooms, without disturbing each other, by which arrangement pupils can receive double the usual instruction, without any additional expense. Now, I will show you how our teacher manages it. We have but the one paid teacher, the others honorary teachers; every morning our teacher has it distinctly understood, that those in the advanced classes, who get their lessons best for the day, will have the honor of teaching a primary class, as a mark of distinction for their industry. You will see at a glance that the system is good, and that it has a tendency to draw out and expand the ideas of those connected with the school. We had the pleasure of witnessing an examination on the 24th ult., which reflected great credit on the teacher, Mr. Patrick Farrill, a native of London Township."

THE PUBLIC SCHOOLS OF PRESTON: -The Galt Reporter analyses the Report of the Board of Trustees of Preston for the year 1852, and remarks:— "It is the fullest and most complete document of the kind we have ever seen, and we have great pleasure in laying the following extracts before our readers with the single remark, that where Teachers are treated in the kindly and liberal way they appear to be in Preston, and honored and held in esteem by Parents and the Public, they will perform their duties with far greater hope of success—far more pleasantly both to themselves and the scholars—and be stimulated to greatly more increased exertions for their young charges, than where, as in general, they are ground down to the lowest pittance-and deprived of all authority over their pupils. The salaries paid to the Teachers have been from £60 to £75 a-year. There have been thirty-one visits to the School, viz: one by Local Superintendent, twenty four by Trustees, and six by other persons. The Board has held twenty-four meetings during the year. The School is supported on the Free School system. The school is possessed of seven large Maps, a Blackboard, a set of tablet lessons for Reading and also for Arithmetic, and copy lines, all pasted on boards and varnished, an arithmeticon, and to this the Board have lately added a full set of Orrery and drawing lessons. The School has been kept open the whole year. There have been two public examinations during the year. The Journal of Education, from Toronto, is the periodical kept by the Board. The Board having found it necessary to provide larger accomodations for the scholars than could be had in the present school house, it was therefore resolved to purchase a new school site and build a school house thereon, suitable to the wants of the village. Application was made to the Municipal Council to raise the sum of Four Hundred Pounds in five equal successive yearly payments of £80 each, commencing in 1852, for the purpose of defraying the expenses of the new building. The school site, being one acre of ground, has been bought for £47 10s. The contract has been let for £395. The building will have three school rooms, each of thirty-four by twenty-six feet, and fourteen feet high, and an entrance hall of twenty-six by ten feet, all to be warmed by hot air. The materials for building are bricks. All to be finished by the 1st of June next. The Board has also applied to the Municipal Council for the sum of £75 extra school tax, to defray the teacher's salaries, and other incidental expenses.

The progress of the scholars during the latter part of the year has been very gratifying, the excellent discipline introduced by the present teacher, Mr. James Baikle, has had a benevolent influence upon the conduct and behaviour of the pupils, both in and out of school. His superior mode of instruction, and strict attention to his duties, linked together with his affable manners, have won for him the respect of all parties, and the universal attachment of his pupils. He has thus laid a solid foundation for accomplishing the great aim of a school-to instruct the rising generation with useful knowledge, teach them the duties of man towards God, his fleighbor, and himself, imposes upon the young mind the necessity and advantage of wholesome instruction, and take danger and disadvantage of ignorance, so that they may become useful members of society, an ornament and the pride of their nation, and a source of joy and comfort to their parents, when old age calls them to retire from the stage of activity of this earthly lodge. The average attendance of pupils during the last year, has also considerably exceeded the attendance of the former years. The report of 1851 shows an average attendance of 84, while the report of 1852 shows 106 out of 130 scholars on the register, which number would still be greater were it not for the want of room, on account of which many children are kept at home. The salary of the Teacher has been increased for the present year, in proportion to his additional labour and duties, and the Board has also engaged an assistant teacher, to take charge of the younger scholars, in order to enable the principal teacher to devote more time to the instruction of more advanced pupils.

### UNITED STATES.

SCHOOLS IN THE STATE OF MICHIGAN.

Petition of the P. E. Bishop of Michigan to the Honorable the Senate and House of Representatives of the State of Michigan:

The undersigned is the Bishop of the Protestant Episcopal Church in the diocese of Michigan. He has learned from the public newspapers and from petitions about to be presented to your honorable bodies, that an application is to be made for such a division of the school fund of this state, so that "in all cases the parent be left free to choose the teacher to whom he will entrust the education of his child." Such an application, if granted, he considers as giving the right, not only of parents but of every religious body, to select teachers, who will teach the peculiarities of the religious views or opinions they may hold. It will place the whole school fund of this state in the hands of religious bodies and sects, and entrust to them the education of the children of the state; for the right, if given to one, will be claimed by each and by all. Whatever the opinion the undersigned may entertain in reference to the system and effects of common school education, he begs leave to say, that he has no wish or desire to interfere with, or in any way alter or abridge, the system which has been the pride of this state, and which has furnished to so many thousands of her children the means of obtaining a high secular education—nor does he wish that the fund so generously granted to the people of this state, and so carefully guarded by her legislatures, and so highly prized by her citizens, should be used for the promotion of sectarian strife and bitterness.

It is one of the distinguishing features of our free institutions, and which lies at the foundation of the happiness and freedom of our people, that neither religious test nor religious preferences form any part of our legislation. All religious bodies are placed on precisely the same footing, and whatever may be the exclusive claims of each, and of all, they can only be settled by an appeal to a higher and a different authority than state legislatures. But, if your honorable body sees fit to overturn and destroy that system, which has been heretofore so carefully guarded, and which has introduced into every occupation and profession some of the most distinguished men of the state, and which has brought to the door of the poor man the means of educating his children: and if the priests and elergymen of every religious body are to take the place of the common school teacher, and the state is to assume the duty, through them, of extending and building up religious differences, and of fomenting strife and contention—then the undersigned most reluc-

tantly would claim to have his shar this work. If, then, such a change is to be made in our common school law, so as to allow parents to choose teachers for their children, the undersigned would respectfully ask for his proportion of the common school fund, so that the people entrusted to his spiritual oversight may employ such teachers as will fully carry out their religious preferences. He would freely and frankly state to your honorable bodies, that the amount thus granted shall be carefully used in teaching the principles and doctrines of the Protestant Episcopal Church, and that the services of as many clergymen and laymen of the church shall be secured and used, so that no other principles and doctrines shall find any place in the different schools.

Samuel A. McCoskey,

Detroit, January 19, 1853.

Bishop, &c., of Michigan.

MICHIGAN UNIVERSITY-PRUSSIA AND MICHIGAN.

The chair of ancient languages has been filled the present year by Prof. Boies, formerly of Brown University, a ripe scholar and experienced in teaching. The chair of logic and history has been offered by the Regents this present week to Rev. N. O. Haven, of the Methodist church in New York city, who, it is hoped, will soon enter upon his duties. The office of chancellor or president has beeen filled by the election of Rev. Dr. Tappan, of New York University. His inauguration took place on the 21st instant. At the appointed hour the large church was filled with citizens and strangers. To a very appropriate address by Mr. Palmer, of the Board of Regents. reminding him of the design of the University, the great interests and responsibility committed to his hands, their high expectations and confidence in his capacity, and his regular induction into office as the first Chancellor. Prof. Tappan responded in a speech of great power and beauty, occupying more than two hours. After acknowledging the importance of the station which, unsought, he now entered upon, he adverted to the situation and unexampled prosperity of our State, saying that Prussia and Michigan had the credit of creating educational systems, and we were indebted to those who had proposed ours. Though it is sustained by the State, private munificence may not be dispensed with.

An estate would be more surely entailed by endowing a professorship, or founding an observatory, than in any other way. Though ours is a great State, it should make men as well as railroads, and circulate truth as well as gold and silver. The principle of our school system was grand and comprehensive, and reached far back to our earliest dates. It includes the primary schools, which are necessary to the existence of higher institutions, and for them teachers should be fully prepared and qualified, to which the Normal school should be cherished. There is no rivalry of institutions, but a unity of design and plan. Should he not comprehend its greatness and importance, and do his utmost for it, the shades of the dead, and voices of the living, would cry shame! We need not depend on foreign lands or learned books or men.

After a rapid survey of the different species of knowledge, the speaker laid down his plan for the University, touching rather severely upon our desire for fine buildings, and nice rooms, while we neglect the libraries and other means of furnishing the mind, expending our means upon brick and mortar, which we ought to be paying to professors of lectures in every department of science and art which any one might wish to pursue. The thing proposed was to carry out fully the Prussian system which we have adopted, appointing full faculties, conferring various degrees according to studies and proficiency, and thus build up an Institution in every respect the best in the country, and which should be a centre of attraction to students from this and other States. These views were urged with great force and clearness, and his best efforts pledged to their furtherance.

The medical department numbers over 150 students, a fact unexampled among similar institutions at the same age.

It is in contemplation to erect an Observatory in connection with the University of Michigan. A public meeting was held in Buffalo, a few days since, at which Dr. Tappan, President of the University, expressed the views of the friends of the project. To complete the work, the sum of \$10,000 is required.—Detroit Advertiser.

### MASSACHUSETTS COMMOM SCHOOLS.—16TH REPORT.

The main topic discussed in the report of the Secretary of the Board, is the abolition of the district school system, and the grading of the public schools. This plan has been tried in several towns, and with much success. The subject is ably discussed by Dr. Sears, and his remarks are entitled to the earnest consideration of the friends of education throughout the state. The secretary recommends no immediate legislation upon the subject, but thinks that when the general voice of those who take an interest in our public schools shall favor the movement, the repeal of the law authorizing school districts would be expedient.



From the tables accompanying the report, we learn that during the year 1851-2 the number of public schools in the state was 4056; the number of scholars was, in summer, 185,752, and in winter, 199,188—the average attendance being respectively 136,309 in summer, and 152,645 in winter. The number of teachers, summer and winter, was 2454 males and 6456 females. The average length of schools was 7 months and 15 days, and the average wages of male teachers was \$87 26 per month, and of females \$15 36. The amount of money raised by taxes for the support of schools, including only the wages of teachers, board, and fuel, was \$910,216 04. This is exclusive of \$39,763 87 voluntarily contributed, and \$25,858 25, the income of school funds belonging to towns or districts. The income of the state school fund distributed among the towns was \$41,558 22. Besides the public schools, there are 71 incorporated and 749 unincorporated academies and private schools in the state, with an average of 16,131 scholars.

The secretary, in commenting upon the tables, gives some facts and figures to show the increased interest which is taken in the public schools and the progress of education in the state. In 1841-2, the money raised for schools by tax was an average of \$2.79 for every child in the state between four and sixteen; in 1851-2, the average was \$4.49 for each child in the state between five and fifteen. In the appropriation of money raised by tax from 1841-2 to 1851-2, inclusive, the increase was 76 per cent., while the increase of population was only about 35 per cent.

In 1841-2 the number of public schools was 3198; in 1851-2 the number had increased to 4056-27 per cent. The number of teachers and the average attendance has proportionably increased.

DARTMOUTH COLLEGE—LIBERAL DONATION.—A correspondent of the New Hampshire Patriot states that George C. Shattuck, M. D., of Boston, has recently made a donation of \$7,000 to Dartmouth College, for the erection of an observatory and the purchase of astronomical and philosophical instruments; also a donation of \$1000 for the purchase of books for the library. Prof. Young will proceed to Europe early this season to purchase the instruments for the observatory and books for the library.

# Literary and Scientific Intelligence.

### MONTHLY SUMMARY.

Mr. Cobden has in press a pamphlet, entitled-" 1793 and 1853." in which he traces the causes of the last war with France, and compares the policy of England towards France then and now.—Lord J. Russell has announced the speedy publication of the "Memorials and Correspondence of Charles James -Alexandre Dumas has just stated to the public, that from the commencement of his literary career up to the present time, he has produced not fewer than 700 volumes and 50 plays. ---- Mr. Charles Knight, the projector and publisher of the Penny Cyclopedia, now proposes a more pretending work of the same kind, to be entitled the Imperial Cyclopedia. It is to be in two parts or sections, the first, consisting of nine volumes, to comprise the sciences and arts; and the other to embrace geography, history, biography, &c.—A large sale of autographs, comprising 1480 articles, has just closed in Paris. A letter of Galileo produced 206 francs; a signature of Benevento Cellini, 222f.; signature of Michael Angelo (of doubtful authenticity), 309f.; one of Madame de Sevigne, 175f.; one of Mary Tudor, 74f.; one of the Duke of Marlborough, 81f.; and one of his wife, 70f.; two horse's heads and five human arms, drawn with a pen, and five lines of figures, by Raphael, sold for 350f. The highest was obtained for a signature of Molière, the French dramatist, which produced 430f. The entire proceeds of the sale amounted to 27,249f. Five francs are equal to 4s. 8d. of our currency.-The Academy of Sciences at St. Petersburg has elected the Earl of Rosse, P.R.S., an honorary member of their body, in consideration of the very eminent services that he has rendered to astronomical science-Dr. Pereira, author of "Elements of Materia Medica and Therapeutics," died at London, 20th January, from some internal organic disease, at the age of 49. This death is a loss to the medical world. -The Rev. Dr. Scoresby (the ex-sailor), says that whales are known to descend perpendicularly from 4200 to 4800 feet; and at the latter depth he has calculated, from accurate data, that a large whale would have to sustain the pressure of 211,200 tons distributed over its entire surface, or about 137 tons on every square foot of its body. --- The Liverpool Free Library exhibited on the 62d day since the opening a truly gratifying result, 32,995 books having been issued and returned in that period. ---- Mr. Ingersoll, the American Minister in England, has made a donation of books, &c., to the Free Public Library at Manchester.—The trustees of the Astor Library in |

New York have presented their annual report to the legislature, from which we gather the following facts. The funds and property of the institution are valued at \$450,000. The cost of the building and site has been \$70,000; and the expenditure for books thus far \$75,364. More than 60,000 volumes have been collected, and Dr. Cogswell is now in Europe authorized to expend \$25,000 in the purchase of additional works. The books are expected to be arranged on the shelves in April, and the library open to the public in May. Commencing with about 80,000 volumes, free from debt, and having a vested fund of \$180,000, the interest of which is to be steadily applied to enlarging the collection, this must ultimately become one of the largest libraries in the world. — The literary executors appointed under the will of the late Mr. Webster intend to collect whatever can be found of his works and correspondence not already known and published as his, and whatever may, in any way, serve to illustrate his life, character, or public services. --- At Oxford the site of the new Museum of Science is decided on, in the parks adjacent to Wadham College. --- An important piece of news reaches us from Italynamely, that an Italian astronomer, named Pompolio de Cuppis, has practically discovered that the moon has an atmosphere—he having clearly observed the refraction of a star's rays on the passage of the moon. Details of the alleged discovery have been submitted to Father Secchi, Director of the Observatory at Rome, and we await his decision before going into them.

Double Current in the Ocean.—Lieut. M. F. Maury, of the National Observatory, Washington, read a scientific paper, lately, in Broadway Tabernacle, New York, in demonstration of the theory that the water of the ocean circulates by means of a double current—one setting from the equator to the poles, and the other from the poles to the equator. Its aim was to show, also, that the great currents of the ocean are as perfectly in accordance with law and order as the "harmony of the spheres;" that the Gulf Stream and other organic currents could not have existed had the sea water not been salt; that salt was one of the most powerful agents in oceanic circulation; whence comes the salt in sea water; how shells and marine insects become important agents in vegetation and modifying climate; how these little creatures build their houses and cells; and how they prevent the sea from becoming more and more salinous.

THE NEW GRINNELL ARCTIC EXPEDITION.—We learn that Dr. Kane has been officially appointed to the command of the new expedition, which by the liberality of Mr. H. Grinnell and Mr. Peabody, is to be despatched to the Arctic regions. He is also charged with duties of a scientific character. It is announced also that Lieut. Page, under instructions from the Secretary of the Navy, is preparing for an exploration of the Plata and Paraguay. The expedition to Japan is also furnished with the requisites for scientific investigation. The United States will thus be simultaneously conducting physical researches in the Eastern seas, in Africa, in South America, and in the polar regions.

### THE CALORIC SHIP ERICSSON.

The externals of this curious ship are merely those of a graceful steamship. There is no novelty in it except that the huge chimney of the ocean steamer has given place to four very modest little funnels, hardly bigger than stove pipes. Indeed at a little distance it is very hard to detect them at all. These little chinneys are the only flues to furnaces that are to generate power for a first class ship of twenty-two hundred tons register. A finer hull, or a stronger, or, for her tonnage, a more costly one, has never been launched in America. She has received her engines under the superintendence of their inventor whose name has been given to the ship. These engines are the first of their kind ever applied to marine purposes, and they may prove to be the last, for this ship with "Caloric Engines" is simply a stupenduous experiment, unequalled in point of audacity, in the history of mechanics. In the "Caloric engine" it is proposed to use the well known expansibility of atmospheric air by heat, as the motive power, in place of steam. The mechanical elements of the engine will, of course, be identical with those of the steam engine. Cylinders, reciprocating and parallel motions converted by the crank to the required rotation, all strike the eye familiary. "But all else how changed." The boilers with their volcanic furnaces are gone. The air pump-the condenser-the familiar engine room-and the deep-dawn darkness where the side-levers play,—these are all gone or transformed past all recognition. The low pressure developed by the new agent requires increased area of of piston head, or cylinder section. In the Ericsson these are enormous. 168 inches is the diameter of each of four cylinders, that stand in a line upon the ship's keel. Thus each working piston presents an area nearly four times larger that any steam engine piston-head in the world! Two experimental caloric engines, of five and of sixty horse power respectively, have been in operation for several months. But the stride is a tremen-



dous one-from such petty works as these to such colossal enginery as is now afloat in the "Ericsson." It may be gratifying to our readers to know that a trial of the motive powers of this vessel, made on Wednesday, Dec. 15, may be regarded as having in the most satisfactory manner established the success of the bold experiment.

SHAKESPEARE'S HOUSE.—Her Majesty's Ministers have taken up Shakespeare's House,—and the Solicitor of the Board of Works, gives notice in the usual official organ for such notices, the London Gazette, "that application is intended to be made to Parliament in the next session, for an act to vest in the Commissioners of Her Majesty's Works and Public Buildings, and their successors, certain messuages, tenements, and hereditaments, situate in Henley-street, in the borough of Stratford-upon-Avon, and in the county of Warwick, (a certain portion whereof is commonly called or known by the name of 'Shakespeare's House,') upon trust to provide for the care and preservation of the said portion known as 'Shakespeare's House,' and to permit the public to have access thereto at such times, subject to such conditions, and under such rules and regulations as the said commissioners may from time to time prescribe." It is further intended to empower the commissioners "to pull down certain other portions of the said premises, and to demise or let the materials of the portions to be pulled down, and to receive the proceeds thereof, and also the rents and profits of the portions let, and also such monies as may from time to time be appropriated by Parliament for the purposes aforesaid." Should this act pass the legislature, lasting thanks will be due to Lord John Manners for his services in settling a national property on the British nation. The pulling down, we may add, will not include any portion of "Shakespeare's House." It has for its object the isolation of the "House," and its protection against fire.

THE PARIS PRESS .- The press of Paris has generally fallen off in circulation since Louis Napoleon deprived it of liberty. The Journal des Debats alone has kept at its previous figure of 12,000 capies. The Constitutionnel, which, previous to the coup d'état, circulated 30,000 copies, rose soon afterwards to 33,000, as it was then the special organ of the usurper, but has since fallen off to some 26,000, notwithstanding a reduction of its price to 32 francs, or \$6 a year, which is considerably less than the cost of the paper and stamps. This journal has, however, just been sold to M. Mires, the proprietor of the Pays, a rival establishment, and now the favorite of the Emperor, for the sum of 1,600,000 francs, or about \$300,000. The Pays sold 18,000 copies before December; it now sells no more than 11,000. The Siecle, the organ of the Cavaignac republicans, has fallen from 28,000. to 20,000; the Presse, Girardin's paper, from 21,000 to 19,000; the Patrie, from 24,000 to 18,000; the Gazette de France, Legitamist, from 3,700 to 3.200; the Univers, Catholic, from 9,000 to 5,000; the Assemblée Nationale Fusionist, from 12,000 to 6,500; the *Union*, Legitimist, from 5,000 to 4,000. The circulation of the entire daily press of Paris, excepting the *Moniteur*, the official organ of the Government, has fallen off some 65,000 sheets daily under the reign of the new Napoleon.

### MAP OF UPPER CANADA,

BY W. H. SMITH. Constructed from the latest Surveys for "Canada, Past, Present. and Kuture" arbibising the N Past, Present, and Future," exhibiting the Names and Boundaries of Upper Canada, according to the new County Divisions. Size 2 ft. by 11 ft. Beautifully engraved. For sale at the Depository in connection with the Education Office, Toronto. Price-in sheets, 2s. 6d.; mounted on canvas, rollers, and coloured, 5s. Toronto, April, 1853.

EXAMINATION OF COMMON SCHOOL TEACHERS. AN EXAMINATION of COMMON SCHOOL TEACHERS, and others desirous of becoming such, will take place on TUESDAY, 10th day of MAY next, at NINE o'clock, A.M., at the following named places:-

AT THE COUNTY COURT-HOUSE, CITY OF TORONTO.

Examining Committee.—The Revs. John Jennings, H. J. Grasett, John Barclay, and John Roaf; Dr. J. Hayes, and Messra. Cathcart, M'Murrich, and Boyle.

AT DUFFIN'S CREEK Examining Committee.—The Revs. A. W. Waddell and R. H. Thornton; Dr. Foote, and Messrs. W. B. Warren, and E. Annis.

Examining Committee.—The Revs. J. Pringle, H. B. Osler, R. J. Mc-George, and T. Dickson; Dr. Crombie, and Messrs. T. Studdert, and A. Simpson.

AT NEWMARKET. Examining Committee .- Jos. Hartman, Thomas Nixon, and R. H. Smith,

AT RICHMOND HILL. Examining Committee .- The Revs. J. Boyd, J. G. Armstrong, and T. Wightman; A. Wright, and T. C. Prosser, Esqs.

Teachers and others presenting themselves for Examination, will be required to select the particular Class in which they propose to pass; and

previous to being admitted for Examination, must furnish to the Examining Committee satisfactory proof of good moral character; such proof to consist of the certificate of the Clergyman whose ministration the Candidate has attended; and in cases where the party has taught a Common School, the certificate of the Trustees of said school. Each Candidate will be expected to attend the Examination in his own School Circuit, if possible.

The Board will meet at the Court-house, on Tuesday, 21st day of June next, at Two o'clock. P.M., for the purpose of receiving the Reports of the several Examining Committees, licensing Teachers, and for other business.

By order of the Board,
JOHN JENNINGS,

Chairman Co. Board of P. I., Y., O., and P. City of Toronto, 29th March, 1858.

### GRAMMAR SCHOOL CIRCUIT No. 3.

LINCOLN AND WELLAND.

THE MEETINGS of the COUNCIL for the EXAMINATION of TEACH-

ERS will be as follows:

BEAMSVILLE, TUESDAY, APRIL 12,

SMITHVILLE, MONDAY, JUNE 6,

BEAMSVILLE, SATURDAY, SEPTEMBER 8,

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WM. H. BURNS. Secretary.

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THE EVILS OF SEPARATE DENOMINATIONAL SCHOOLS, ILLUSTRATED IN THE HISTORY OF HUNGARY.

In no country in the world, ancient, or modern, has the population been so radically and perfectly divided in respect to religious faith as in Hungary. In no country have there existed more causes to render these divisions perpetual and bitter. Every Christian denomination, singular as it may seem, is the result of a religious quarrel. The Independent Greek Church quarrelled with the Roman, separated from it, and then established both itself and its hatreds, among the Wallachians and Sclaves of Hungary. The United Greeks, after raising a domestic feud, turned traitors to the Independent Church, and united with its rankest enemies. The Roman Catholics had a natural war with both these sects, and, though receiving the little band of returned prodigals with an ostentatious elemency, they have never granted them the affection and confidence, which had been promised and expected. The Protestants, whether Lutheran or Calvinistic, are the off-spring of the bloodiest of all religious schisms; and they look down with a most hearty contempt upon their co-religionists. The Jews, of course, despise all these rebels to the faith of Abraham, and are as sincerely hated or pitied by all the rebels in return.

Thus, the Hungarian races are rendered tenfold more inimical to each other, by their profession of inimical religious faith; thus these inimical religions, sufficiently opposite themselves, are rendered tenfold

more opposite, by the quarrels in which they had their origin; and thus, from the beginning of its history, with increasing rather than abating turbulence, has the land of the Magyar been torn and rent, and sacrificed by its religious discords.

The Hungarian religions have also become woven into the political movements of the several adjacent countries, whose races are represented in the mixed population of this kingdom. The present governors of Hungary are Roman Catholics. They acknowledge the sovereignty of the Roman Pontiff. The Greek Catholics, on the contrary, have their own Pontiff, whose right of supremacy is not only maintained by them, but by the entire Sclavic family, over which Russia is now dominant. Russia has constantly tampered with the Sclavic tribes, sent political and religious emissaries among them, induced the priests and bishops to acknowledge the Czar, as the head of their ecclesiastical establishment, and turned their hearts against all the remaining inhabitants of the country, and particularly against the Magyars. In this way, Hungary has been made the common battle-field of Austria and Rome, and Russia, as well as of all the nations taking part in their respective projects. Three great races, three great religions, three irreconcilable and indomitable ambitions, have thus divided and distracted the inhabitants, as well as weakned the power of this most unfortunate but most interesting country.

These religious feuds have implicated, not only the politics of the kingdom, and the political designs of the most powerful and unscrupulous of the surrounding nations; but also the cause of popular education. Each race, each sect, each political interest, has made the most strenuous exertions to sustain itself by the agencies of schools and colleges. In many other countries, in the most enlightened and liberal portions of the world, sectarian seminaries have existed; but, in no part of Europe, or of America, is there one educational institution, which can be compared with the majority of similar establishments in Hungary. Every school is sectarian. In every one of them, not excluding the schools for the miners, some sectarian theology is forced upon the pupils. The great national Universities are Catholic; and no Protestant can send his sons to be educated in them, unless at the fatal risk of seeing them graduate as apostates to their paternal faith. In Colleges of the Protestants, on the other hand, at Debreczin, at Papa, at Posen, at Kesmark, at Oedenburg, are forbidden by law to the sons of Catholics. The few seminaries of the Greeks, independent and united, are equally under the ban of the other denominations. By this means, the educated men of the country are rendered rank partizans of their respective churches. Education, which, in many other parts of the world, is a bond of union among the more enlightened and powerful portion of the population, here serves as an instrument of separation. Sectarianism is formed within the hearts of the citizens from their earliest childhood. Their toy-books teach it to them. Their text-books engrave it into their souls. The authority of the masters, and all those tender and resistless influences, which are felt at school, so weave it into the texture of their being, that it becomes and continues to be in-

alienable attribute of their personality.

The same spirit is also carried into social life. In city and in country, the people are divided into religious cliques, or circles, whose-s bers hold intimacies almost exclusively with each other. Catholics associate with Catholics, Protestants with Protestants, Greeks with Greeks, Jews with Jews. All the little but important civilities of common life run in these separate circles. Trade is almost equally exclusive. Not only the aged, whose principles and prejudices are apt to be confirmed, but the youth, also, are so settled in their habits, or governed in their choices, that they seldom transgress this established regulation of Hnngarian intercourse. The consequence, is, that few friendships are formed, and few alliances take place, between the families of opposite religions. Intermarriages, in fact, have been legally discouraged, and sometimes positively forbidden, to young men and maidens of Catholic parentage. The government cannot see, at least with satisfaction, the formation of any social connections, which would serve to abate the seal of its adherents. So watchful has it been to preserve the exclusiveness of its partizans, that, whenever any contraband marriage happened to occur, they have refused to give legal sanction to it, thereby throwing the question of inheritance, where there might be property at stake, into a troublesome and terrifying uncertainty; and the priests of the state church, always obedient to the religious prejudices of their Sovereign, because they were thus but giving succor to their own, have refused not only to perform the matrimonial service, but to have any further intercourse with the family and friends of the recreant party. The children of these mixed marriages are, by law, devided between the parents, the father having the charge of his sons, the mother of her daughters. Thus, this lamentable spirit of disunion, of separation, of hostility, begins its unholy business with the cradle. Mournfully indeed, in every way, is the social condition brought about by the religious intolerance of the Hungarians. The Magyars are the only people, who, consistently and perseveringly, have opposed the sway of this spirit within the limits of their country.—From the Rev. Dr. Tefft's "Hungary and Kossuth." Third Edition, 1852.

# THE UNIVERSITIES, COLLEGES, AND SCHOOLS OF CANADA.

In reply to a toast of "the Universities, Colleges, and Schools of anada," at the recent anniversary dinner of the St. George's, Society in this City, the Rev. Dr. McCaul, President of the University College of Toronto, "expressed his gratification on finding this toast on the list for the evening. And the reason of this gratification was, that he regarded it as an indication of the increasing interest, which was felt throughout the community, in the welfare of their educational institutions--as a recognition of the importance of education as an element of national prosperity. Justly and appropriately does this recognition proceed from the Sons of St. George, who, as their thoughts fondly revert to "that blessed plot" the land of their birth, and as they recall the numerous and varied characteristics of her ancient renown, cannot but be reminded of the glorious educational institutions which have so materially contributed to place England in the position which she occupies, as fore-most among the nations of the earth. It is, indeed, a just and honorable pride, which Englishmen feel in their Universities, Colleges, and Schools: for from them has proceeded, from age to age, a long line of illustrious men, who have benefitted their country in every department of public service—from them has sprung a noble succession of eminent individuals, distinguished in every branch of human knowledge, whose success gives additional lustre to the bright pages of English glory, and whose names will ever be as household words, associated, as they are, with the highest achievements in Science and in Literature, and with the fullest development of intellectual power. But the toast refers not to the time-honored institutions of the mother country, whose brows are decked with the clustering garlands, wherewith successive genera-tions have bound them, but to the infant establishments of this the youthful land of our adoption, which have yet to win their laurels, and earn for themselves distinction. On the general subject of a toast, which takes so wide a range, he felt it to be unnecessary to speak. All must be sensible of the powerful influence of education in elevating the taste and reforming the habits, and of the advantage, or rather the necessity, of its diffusion in a free state, whose prosperity depends so much on the right exercise of political privileges by those to whom they are entrusted. Such advantages, he was happy to say, are now universally admitted, and all classes unite in acknowledging the obligation of providing instruction for the mass of the people. He would consequently confine himself to a few cheavestions on the principal hamself. quently confine himself to a few observations on the principal benefits of the higher departments of education, which, although more limited in the range of immediate application, yet are essentially necessary for the prosperity of the community at large, which are even more valuable to the poor than to the rich, to the humble than to the elevated, for through them is opened the avenue which leads to competence, to influence, and to distinction. Dr. M'Caul then adverted to the advantages

conferred by Universities and Colleges, in supplying a sufficient number of persons, qualified for admission into the learned professions, or for the discharge of such public duties as might be confided to them—in rearing competent teachers of the higher branches of learning—in scattering throughout the country individuals of such information and habits, as might enable them to advance the interests of those around them, to raise the taste and elevate the tone of society in their neigh-borhood—in maintaining the cultivation of subjects of scientific and literary research, which but for their encouragement would languish and decay-in prosecuting such researches to the farthest point to which investigation can be pushed, and in rendering the results available—in furnishing a standard, whereby attainment may be measured-in assisting ability, when struggling with the difficulties of straightened circumstances securing equal chances of an honorable and useful career in life for the children of the humblest and the poorest as for the sons of those blessed with the advantages of rank or wealth. He hoped to see here, as he had seen elsewhere, advantage taken of the benefit of University education, not merely by those, whose object was to enter a profession or to devote themselves to the work of instruction, but also by those, who were influenced by the desire to attain such knowledge, as might be useful in whatever position they might by placed, and by those whose intention was to follow mercantile pursuits. Some within his own knowledge, who had obtained high academic distinctions, had passed from the College to the counting-house, and had maintained the same high reputation as men of business, which they had formerly held as scholars. In proof of this he referred to the encouragement of Science and Literature and Art in Manchester, and to the refined taste and extensive information, which characterized many whom he had known in that great manufacturing emporium. Instead of that all absorbing devotion to money-making, which some would expect to find there, instead of that engrossing application to business, which many might suppose necessary for conducting successfully her immense establishments, he found a just appreciation and active pursuit of the different branches of knowledge, theoretical as well as practical, a discriminating percention and a liberal patterness and manufactured the matter and a liberal patterness and manufactured the matter and a liberal patterness and manufactured the matter and a liberal patterness and manufactured the matter and a liberal patterness and manufactured the matter and a liberal patterness and manufactured the matter and a liberal patterness and manufactured the matter and a liberal patterness and manufactured the manufactur perception, and a liberal patronage, not merely of the useful but of the fine arts. And why may not similar results be expected here? What a wonderful improvement has taken place in Canada within a few years in the number and efficiency of her educational institutions! How great had been this improvement within his own memory in Toronto! Fifteen years ago, there were in this city but three or four Institutions sustained by public funds, and little facilities for instruction afforded by private means. Now Toronto not only retains the U. C. College, and District Grammar School, but has become the seat of two Universities. Collegiate and Academic Institutions have been founded, the Normal and Model Schools have been established, and Common Schools have been opened in every quarter of the town. To this, too, must be added private seminaries, and the ample means of domestic instruction, which are supplied by well qualified teachers of languages and of accomplish-

"When he considered the advance of the country in this and in other important elements of greatness and of prosperity, he must say that he felt but little sympathy with those who indulged in mournful recollections of what they had left, or querulous complaints of their present position, instead of acknowledging the advantages which they enjoyed, or looking forward to the bright future which was before them. He could not agree with such disparaging comparisons as he had lately heard instituted between this and another of the colonies of Great Britain. Although Australia possesses auriferous regions unequalled in the richness and abundance of the precious metal, yet it must be remembered that history proves that such countries have not been ultimately the most wealthy or the most prosperous. Their fate seems to have been the realization of the classic fable of Midas, and whilst all around them blazed with gold, they have been not merely deprived of the comforts of life, but have been in danger of perishing from the very want of sustenance.—It would seem, indeed, as if the same hand which had torn the glittering treasure from the recesses of the mine, had, at the same time, unbarred the prison doors of some evil spirit, which were no sooner opened, than it sprang forth and set about the task of spreading desolation and ruin throughout the land. As it passes across the fields, the laborer drops his spade, the binder throws down his sheaf, the shepherd deserts his flock. As it sweeps past the factories and the mills, the operatives stop their work, the very wheels cease to revolve. As it rushes on through the towns and ports, servants quit their employments, sailors desert their ships, a miscellaneous throng crowd after the dazzling vision, which lures them from their ordinary occupations. Nor is this the worst that it accomplishes; for under the same malign influence, which dries up the stream of industry in its ordinary channels, and causes commerce to stagnate, education languishes, morality droops, and religion withers. Let us now consider what are the advantages, natural or acquired, which we enjoy here A fertile soil, amply rewarding labor in the abundance and diversity of its produce; a salubrious climate, calculated to rear a hardy and vigorous race; water communication by noble rivers and vast lakes (or rather Mediterranean Seas), unequalled in the world; and millions of acres of



unoccupied land, able to support millions of additional immigrants. Let us add to these natural blessings, the results of the energy and enterprise of an active and intelligent population; our cities with all the conveniences and comforts of European towns of twice their population, and of twenty times their age; our villages springing up where lately were but dismal swamps or tangled forests; the remotest points of this extensive country soon to be connected by railroads, now either drawing to completion, in progress, or guaranteed; the facilities af-forded for the education of our children by our common schools, our grammar schools, our private seminaries, our colleges, and our universities; the progress of knowledge, advanced by the scientific and literary societies and institutes established in our cities and towns; the solemn duties of religion inculcated by fixed ministrations or by the occasional visits of the missionary; the voice of prayer and praise rising each Sabbath alike from the stately piles in our towns, which rear their spires towards heaven, and the lowly shanty, which scarce lifts its humble head under the leafy arches of our backwoods; and all this with the full and free enjoyment of the blessings of civil and religious liberty. In his opinion, the language of dissatisfaction or complaint but little becomes those who enjoy such advantages. Thanksgiving was rather their duty—thanksgiving to Him from whom all blessings flow, for what in His abundant mercy He had given to them, and prayer to the same Almighty Being for contentment with what they had-for peace, wherein they might use and enjoy what His bountiful hand had provided for them. By peace, he meant not freedom from war—he meant not tranquillity undisturbed by aggression from without—of that he had no fears; but he did mean freedom from internal strife, from civil commotion, from the injurious influences of bickerings and contentions with each other. He did mean that peace which is produced by mutual forbearance—by laying aside national feuds and party differences, and by the union of all, casting aside their distinctions—whilst they still held fast to their principles—for the advancement of the welfare of their common country, the land of the Maple Leaf! He knew no more appropriate words in which this supplication could be offered, than those, which must be familiar to many whom he addressed, and in which he doubted not all would cordially join—that "they might live in the fear of God, in dutiful allegiance to the Queen, and in brotherly love and Christian charity each towards the other." (Applause.) (Applause.)

# Short Memoirs of Eminent Men.

### SIR ISAAC NEWTON.

Isaac Newton was born on Christmas-day, 1642, Old Style, at Woolsthorpe, a hamlet in the parish of Colsterworth, in Lincolnshire. His education was commenced at the parish school, and at the age of twelve he was sent to Grantham for classical instruction. At first he was .dle, but soon rose to the head of the school. The peculiar bent of his mind soon showed itself in his recreations. He was fond of drawing, and sometimes wrote verses; but he chiefly amused himself with mechanical contrivances. Among these was a model of a windmill turned either by the wind or by a mouse enclosed in it, which he called the miller; a mechanical carriage, to be kept in motion by the person who sat in it; and a water-clock, which was long used in the family of Mr. Clarke, an apothecary, with whom he boarded at Grantham. This was not his only method of measuring time; the house at Woolsthorpe, whither he returned at the age of fifteen, still contains dials made by him during his residence there.

The 5th of June, 1660, was the day of his admission as a sizer\* into the distinguished society of Trinity College, Cambridge. He applied himself eagerly to the study of mathematics, and master dist difficulties with an ease and rapidity which he was afterward inclined almost to regret, from an opinion that a closer attention to its elementary parts would have improved the elegance of his own methods of demonstration. In 1664 he became a scholar of his college, and in 1667 was elected to a fellowship, which he retained beyond the regular time of its expiration in 1675, by a special dispensation, authorizing him to hold it without taking orders.

It is necessary to return to an earlier date, to trace the series of Newton's discoveries. This is not the occasion for a minute enumeration of them, nor for any elaborate discussion of their value or explanation of their principles; but their history and succession require some notice. The earliest appear to have related to pure mathematics. The study of Dr. Wallis's works led him to investigate certain properties of series, and this course of research soon conducted him to the celebrated Binomial Theorem. The exact date of his invention of the method of Fluxions is not known; but it was anterior to 1666, when the breaking out of the plague obliged him for a time to quit Cambridge, and, consequently, when he was only about twenty-three years old.

This change of residence interrupted his optical researches, in which he had already laid the foundation of his great discoveries. He had decomposed light into the coloured rays of which it is compounded; and, having thus ascertained the principal cause of the confusion of the images formed by refraction, he turned his attention to the construction of telescopes which should act by reflection, and be free from this evil. He had not, however, overcome the practical difficulties of his undertaking, when his retreat from Cambridge stopped for a time

this train of experiment and invention.
On quitting Cambridge, Newton retired to Woolsthorpe, where his mind was principally employed upon the system of the world. The theory of Copernicus, and the discoveries of Galileo and Kepler, had at length furnished the materials from which the true system was to be deduced. It was, indeed, all involved in Kepler's celebrated laws. The equable description of areas proved the existence of a central force; the elliptical form of the planetary orbits, and the relation between their magnitude and the time occupied in describing them, ascertained the law of its variation. But no one had arisen to demonstrate these necessary consequences, or even to conjecture the universal principle from which they were derived. The existence of a central force had indeed been surmised, and the law of its action guessed at; but no proof had been given of either, and little attention had been awakened by the

Newton's discovery appears to have been quite independent of any speculations of his predecessors. The circumstances attending it are well known; the very spot in which it first dawned upon him is ascertained. He was sitting in the garden at Woolsthorpe, when the fall of an apple called his attention to the force which caused its descent, to the probable limits of its action and the law of its operation. Its power was not sensibly diminished at any distance at which experiments had been made: might it not, then, extend to the moon, and guide that luminary in her orbit? It was certain that her motion was regulated in the same manner as that of the planets round the sun; if, therefore, the law of the sun's action could be ascertained, that by which the earth acted would also be found by analogy. Newton therefore proceeded to ascertain, by calculation from the known elements of the planetary orbits, the law of the sun's action. The great experiment remained: the trial whether the moon's motions showed the force acting upon her the trial whether the moon's motions showed the force acting upon her to correspond with the theoretical amount of terrestrial gravity at her distance. The result was disappointment. The decision was to be made by ascertaining the exact space by which the earth's action turned the moon aside from her course in a given time. This depended on her actual distance from the earth, which was only known by comparison with the earth's diameter. The received estimate of that quantity was very eroneous; it proceeded on the supposition that a degree of latitude was only sixty English miles, nearly a seventh part leas than its actual length. The calculation of the moon's distance, and the space described by her, gave results involved in the same proportion of error: and thus the space actually described appeared to be a tion of error; and thus the space actually described appeared to be a seventh part less than that which correspond to the theory. It was not Newton's habit to force the results of experiments into conformity with hypothesis. He could not, indeed, abandon his leading idea, which rested, in the case of the planetary motions, on something very nearly amounting to demonstration. But it seemed that some modifi-cation was required before it could be applied to the moon's motion, and no satisfactory solution of the difficulty occurred. The scheme, therefore, was incomplete; and, in conformity with his constant habit of producing nothing till it was fully matured, Newton kept it undivulged for many years.

On his return to Cambridge, Newton again applied himself to the construction of reflecting telescopes, and succeeded in effecting it in 1668. In the following year Dr. Barrow resigned in his favor the Lucasian professorship of mathematics, which Newton continued to hold till the year 1703, when Whiston, who had been his deputy from 1699, succeeded him in the chair. January 11, 1672, Newton was elected a Fellow of the Royal Society. low of the Royal Society. He was then best known by the invention of the reflecting telescope; but, immediately after his election, he communicated to the society the particulars of his theory of light, on which he had already delivered three courses of lectures at Cambridge, and they were shortly afterwards published in the Philosophical Transactions.

actions.

The next few years of Newton's life were not marked by any remarkable events. They were passed almost entirely at Cambridge, in the most the researches in which he was engaged. The most prosecution of the researches in which he was engaged. The most important incident was the communication to Oldenburgh, and, through him, to Leibnitz, that he possessed a method of determining maxima and minima, of drawing tangents, and performing other difficult mathematical operations. This was the method of fluxions, but he did not announce its name or its processes. Leibnitz, in return, explained to him the principles and processes of the Differential Calculus.

In 1679 Newton's attention was again called to the theory of gravitation, and by a fuller investigation of the conditions of elliptical mo-tion, he was confirmed in the opinion that the phenomena of the planets were referable to an attractive force in the sun, of which the

A sizer in this University is next in degree below a pensioner; the name given to the nuder-graduates as support themselves enurely at their own expense.—Ed.

intensity varied in the inverse proportion of the square of the distance. The difficulty about the amount of the moon's motion remained, but it was shortly to be removed. In 1679 Picard effected a new measurement of a degree of the earth's surface, and Newton heard of the result at a meeting of the Royal Society in June, 1682. He immediately returned home to repeat his former calculation with these new data. Every step of the process made it more probable that the discrepance which had so long perplexed him would wholly disappear; and so great was his excitement at the prospect of entire success, that he was unable to proceed with the calculation, and entrusted its com-pletion to a friend. The triumph was perfect, and he found the theory of his youth sufficient to explain all the great phenomena of nature.

From this time Newton devoted himself unremittingly to the develop-

ment of his system, and a period of nearly two years was entirely absorbed by it. In 1684 the outline of the mighty work was finished; yet it is likely that it would still have remained unknown, had not Halley, who was himself on the track of some part of the discovery, gone to Cambridge in August of that year, to consult Newton about some difficulties he had met with. Newton communicated to him a treatise De Motu Corporum, which afterwards, with some additions, formed the first two books of the Principia. Even then Halley found it difficult to persuade him to communicate the treatise to the Royal Society; but he finally did so in April, 1686, with a desire that it should not immediately be published, as there were yet many things to complete. Hooke, whose unwearied ingenuity had guessed at the true law of gravity, immediately claimed to himself the honour of the discovery; how unjustly, it is needless to say, for the merit consisted, not in content that the decrease training. conjecture, but the demonstration. Newton was inclined, in consequence, to prevent the publication of the work, or at least of the third part, De Mundi Systemate, in which the mathematical conclusion of the former books were applied to the system of the universe. Happily, his reluctance was overcome, and the whole work was published in May, 1687. Its doctrines were too novel and surprising to meet with immediate assent; but the illustrious author at once received the tribute of admiration for the boldness which had formed, and the skill which had developed his theory, and he lived to see it become the common philosophical creed of all nations.

We next find Newton acting in a very different character. He was elected to the Convention Parliament, as member for the University of Cambridge. That Parliament was dissolved in February, 1690, and Newton, who was not a candidate for a seat in the one which succeeded it, returned to Cambridge, where he continued to reside for some years, notwithstanding the efforts of Locke, and some other distinguished persons with whom he had become acquainted in London,

to fix him permanently in the metropolis.

During this time he continued to be occupied with philosophical research, and with scientific and literary correspondence. Chemical investigations appear to have engaged much of his time; but the principal results of his studies were lost to the world by a fire in his chambers about the year 1692. The consequences of this accident have been very differently related. According to one version, a favourite dog, named Diamond, caused the mischief; and the story has been often told, that Newton was only provoked by the loss of the labor of years, to the exclamation, "Oh, Diamond, Diamond, thou little knowest the mischief thou hast done!" Another, and probably a better authenticated account, represents the disappointment as preying deeply on his spirits for at least a month from the occurrence.

We have more means of tracing Newton's other pursuits about this time. History, chronology, and divinity were his favorite relaxations from science, and his reputation stood high as a proficient in those studies. In 1690 he communicated to Locke his "Historical Account of Two Notable Corruptions of the Scriptures," which was published long after his death. About the same time he was engaged in those researches which were afterwards embodied in his Observations on the Prophecies: and in December 1692, he was in observations on the Prophecies: and in December, 1692, he was in correspondence with Bentley on the application of his own system to the support of Natu-

ral Theology.

During the latter part of 1692 and the beginning of 1698, Newton's health was considerably impaired, and he labored in the summer under some epidemic disorder. It was not likely that the precise character or amount of his indisposition will ever be discovered; but it seems, though the opinion has been much controverted, that for a short time it affected his understanding, and that in September, 1693, he was not in the full possession of his mental faculties. The disease was soon removed, and there is no reason to suppose it ever recurred. But the course of his life was changed; and from this time forward he devoted himself chiefly to the completion of his former works, and abstained from any new career of continued research.

His time, indeed, was less at his own disposal than it had been. In 1696, Mr. Montague, the Chancellor of the Exchequer, and early friend of Newton, appointed him to the Wardenship of the Mint, and in 1699 he was raised to the office of Master. He removed to London, and was much occupied, especially during the new coinage in 1696 and 1697, with the duties of his office. Still he found time to superintend the

editions of his earlier works, which successively appeared with very material additions and improvements. The great work on Optics apeared for the first time in a complete form in 1704, after the death of Hooke had freed Newton from the fear of new controversies. It was accompanied by some of his earlier mathematical treatises; and contained also, in addition to the principal subject of the work, suggestions on a variety of other subjects of the highest philosophical interest, embodied in the shape of queries. Among these is to be found the first suggestion of the polarity of light; and we may mention at the same time, although they occur in a different part of the work, the remarkable conjectures, since verified, of the combustible nature of the diamond, and the existence of an inflammable principle in water. second edition of the Principia appeared under the care of Cotes in 1713, after having been the subject of correspondence between Newton and his editor for nearly four years. Dr. Pemberton published a third edition in 1725, and he frequently communicated about the work with Newton, who was then eighty-two years old.

Newton's life in London was one of much dignity and comfort. He was courted by the distinguished of all ranks, and particularly by the Princess of Wales, who derived much pleasure from her intercourse both with him and Leibnitz.

With the exception of the attack of 1698, Newton's health had usually been very good. But he suffered much from stone during the last few years of his life. His mental faculties remained in general unaffected, but his memory was much impaired. From the year 1725 he lived at Kensington, but was still fond of going occasionally to London, and visited it on the 28th of February, 1727, to preside at a meeting of the Royal Society. The fatigue appears to have been too great; for the disease attacked him violently on the 4th of March, and he lingered till the 20th when he died. His sufferings were severe but his temporary till the 20th, when he died. His sufferings were severe, but his temper was never soured, nor the benevolence of his nature obscured. Indeed, hif moral was not less admirable than his intellectual character, and it was guided and supported by that religion, which he had studied, not from speculative curiosity, but with the serious application of a mind habitually occupied with its duties and earnestly desirous of its advancement. He was buried with great pomp in Westminster Abbey, where there is a monument to his memory, erected by his relatives.

### CONSTITUENT PARTS OF ANIMAL AND VEGETABLE MATTER.

From a lecture delivered by George Alexander, Esq., local Superintendant of Schools for East Oxford, before the Farmers' Association of that Township.

It is my intention to bring before your notice what has been long established by chemical investigation; that the constituent parts of all matter, whether of the soil which we cultivate, of all animals and soils existing, or of the atmosphere by which we are surrounded, (for these all stand in immediate relation to each other) may be divided into two classes of substances or bodies. We find, for instance, with regard to wood, that it is combustible, and that under the action of fire, ninetenths of it, as of all vegetable substances, will go off in the form of smoke, and become part of the atmosphere; but a certain part is indestructible, and remains. A grand division has thus been established. That part which burns away is termed the organic part of the plant; the part which remains, or the ash, the inorganic. But to give a more correct and definite meaning of the terms, the organic may be said to embrace all that part of the plant which is the product of life, and living organs. The atmosphere may be considered the great reservoir of organic food, acting upon, and combining with, the inorganic elements to produce fertility of soil, while it is constituted to nourish and sustain all vegetable growth and development. But we come to consider the nature of those inorganic substances in the soil which are indestructible, but which we find wonderfully interwoven with the organic, in the works of creation. The inorganic elements are sulphur, phosporus, potash, soda, lime, magnesia, iron, silica, chlorine and io-dine. Their presence in the soil is indispensable to the growth of the grains and every kind of crop. What we term fertility is the existence of organic and inorganic matter in such relative proportions as produce the most perfect vegetable growth, the most perfect grain and roots. Those elements constitute the food of plants—they enter into and become the constituent parts of whatever is grown, and thus they may, to a great extent, be extracted from the soil by immoderate and indiscriminate cropping. One marked peculiarity has been discovered, to which it is important that I should call your attention, viz:—that the inorganic parts of one plant are very different from those of another. The relative and absolute quantities, even of mineral food, taken from the soil by the various crops, have been ascertained by a careful analysis of the ash. We find that the chief ingredient in the ash of the grains of wheat, barley, and oats, is phosphoric acid; of straw, silica, or flint; of turnips, corn, and potatoes, potash and soda; of peas, beans, and clover magnesia and lime from which we can only described beans, and clover, magnesia, and lime, from which we can only draw one deduction; that without the presence of such mineral substances in the soil, our grains, roots, and clover, could not grow.



The discovery of these facts, will be found to have a marked bearing on many practical points, now to be considered. We observe that a great variety is necessary for the sustenance of man, and the domesticated animals. Nature has provided all the elements to produce this variety. Free power has been given to man to draw upon these, while he is endowed with understanding to husband them, so that they shall be preserved to minister to his abundance. We are thus enabled to understand why it belongs to good husbandry to raise such a succession of crops in rotation, as will bring out the full capabilities of the soil. But there is one point requiring further illustration, which is the restorative power of the atmosphere, in furnishing fresh supplies of inorganic food, by the disintegration and decomposition of mineral substances. Nature is always silently at work, reproducing all the elements which have been extracted by the husbandman. But it is a gradual process and the most beneficial rotation will be that which draws upon all the powers of the soil in regular succession, so as to prevent the repetition of the same species of plant within a given period.

### SCHOOL CONVENTIONS IN UPPER CANADA.

#### PROCEEDINGS AND SUGGESTIONS.

Continued from page 52.

From Mr. H. J. Moore, Trustee, School Section No. 4. Seneca.

QUALIFICATION OF TRUSTEES IN INCORPORATED VILLAGES.—"Allow me to suggest what appears to some, as well as myself, to be a defect in the law as it now stands. Whilst the Act gives all power and control to the Board over the property of the inhabitants, it does not insure that the members of the board should be possessed of property at all. It is therefore desirable that there should be some farther qualification than being merely householders,—if not freeholders to the amount of ten pounds rental they should, at least, be subject to the same qualification as councillors. Some such regulation seems to be fairly requisite to keep something like a 'balance of power' between property and votes."

From Peter Stirling, Esq., Ex-Local Superintendent of the Township of Caledonia, (near Caledonia Springs.)

FREE-SCHOOL COMPROMISE.—"School Section No. 1, in this township, which was among the first, if not the very first, in this county to adopt the free-school system, has this year adopted a modification of the measure which will, I apprehend, be found useful in places like this, where money is scarce. I think that it is necessary that you should be minutely informed with regard to this plan, as it is in effect adopted by many other school sections. The school is free to all of school age that reside within the school section, and an assessment is to be imposed to make up what is deficient of the teacher's salary, after the application of the apportionment from the School Fund; but a paper is subscribed providing for the teacher's board, lodging and the school fuel, to the following effect:\*—

""We, whose names are subscribed, agree to board and lodge the teacher or teachers which shall be employed in ——, according to the number of scholars attached to our names, and also to furnish half a cord of firewood, cut fit for the stove, for each scholar. The turn of boarding the teacher to be a week at a time for each scholar subscribed."

"No farmer in comfortable circumstances, having children to send to school, will object to subscribing an agreement of this kind, though there might be great objections to promising money. It may appear strange to those who live near the great cities, where there is a regular cash market for farm produce, that an assessment for the small sum necessary to support a school should be considered a hardship, but it is so, and the passing of a law to do away with subscriptions entirely, as some of your correspondents seem to contemplate, would occasion much discontent, and the shutting up of a great many schools in remote situations, where they are most wanted; and for this plain reason, that people in such situations can much more easily furnish board, lodging and fuel, than pay one-third of their value in money.

"Now, although it is very important that all school sections which

• We by no means approve of the system of " boarding round" for a teacher.—Ed.

can afford it should have a good teacher, a good school-house and school library, with a play ground for the children, together with a schoolmaster's house and garden; yet it is of more consequence still, that no section, however poor, should be without a school. These sections may have young people in them of the right stuff, who are destined to act a prominent part in the future destinies of the country, and whose education should not be neglected. Subscriptions would naturally cease in school affairs as the system of barter was discontinued in common affairs.

"It appears to me that all that is necessary in order to introduce the free school system into every section, is to make it imperative that each school shall be a free-school, and that whatever sum is wanted besides the apportionment from the School Fund, donations and subscriptions shall be furnished by assessment imposed by the trustees, and levied either by their authority or put upon the collector's roll, as at present."

From J. Kirkland, Esq., Local Superintendent of Schools, Townships of Puslinch and Guelph.

SUPPLYING SCHOOLS WITH BOOKS.—"Although I do not coincide with the advocates of a poll-tax generally, still I think that a poll-tax might be levied for other purposes which would secure the object in view, viz.—an appeal to the selfish principle,—without being considered either burdensome or unjust of the parents themselves.

"The parents are now obliged to buy the books their children use. Some do so liberally, others neglect to do so, others buy any book which may fall in their way, without reference to uniformity with the authorised series, and thus create difficulties in the classification of the scholars. I am aware that the trustees can assess the section for books, but I think a very moderate poll-tax for that purpose would save them the unpleasantness of doing so, and without being objected to by the parents, furnish a sufficient fund to enable the trustees to always keep on hand a sufficiency of authorised books for the use of the school, and thereby practically, though not avowedly, prevent the introduction of others; and thus enable the teacher to classify his pupils to the best advantage; beyond which a surplus might remain from which to furnish the schools sufficiently with blackboards, maps, &c., and also for the gradual increase of the section library, without incurring the opposition which would be felt to an assessment on the property for these very necessary objects. All the burden would thus fall lightly on those who get the direct benefit."

From the Rev. John Armour, Local Superintendent of Schools, Port Sarnia.

THE OFFICE OF LOCAL SUPERINTENDENT.—"My experience for the last three years in regard to the working of the law as at present existing, leads me to the conviction that considerable changes are necessary, in order to maintain the character and efficiency of the office of Local Superintendent. The following alterations have suggested themselves (after much intense reflection on the subject) as necessary to save the office in its efficiency and usefulness. I deem this office one the most essential in promoting popular education in Canada:—

1. I would beg leave to suggest that the Local Superintendents, instead of being appointed as at present and annually, that they be appointed by the Council of Public Instruction, and that they hold office during pleasure. This being the highest authority in the educational system of Upper Canada, it strikes me that this ought to be the legitimate source of appointing the Local Superintendents, as they do the teachers, &c., of the Normal Institution. I would further suggest that they be paid from Government funds, or funds raised by the authority of the Government for that purpose, like the Asylum tax.

2. That they devote themselves entirely to the onerous duties connected with the office. That that they have a circuit sufficiently large, so as to furnish a respectable and competent salary.

3. That there be a sufficiently high literary and moral standard required; without which they should not be eligible to hold the office. And one qualification I would further suggest, that they invariably be men of some knowledge of practical teaching. There are men at present

holding the office who are behind in educational attainments even to many of our common teachers. I hope you will excuse me in making the above remarks. I do so with the most earnest desire for the prosperity and extension of general education."

Address to the Chief Superintendent of Schools for Upper Canada.

We, the Reeve and Councillors of the town of Chatham, avail ourselves of the opportunity which your visit to the County affords us, to offer you our congratulations on the gratifying results which are manifesting themselves in the working of our Common School system, under your able, liberal, and enlightened superintendence.

Fully convinced that the preservation of the civil and religious liberties, as well as the promotion of the happiness and prosperity of the country, cannot be effectually secured unless we educate our youth, we regard the institution, of which you are chief, as by far the most important in the Province; and we earnestly desire that the unwearied energy and perseverance which you display in the discharge of its duties, may continue to be attended with beneficial results, and be appreciated by all classes and denominations of our fellow subjects.

Looking on sectarian schools as alike prejudical to the best interests of Protestant and Catholic, we cordially agree with the views you entertain, and the course you have pursued in reference to such schools; and we have no doubt but that any prejudice that may exist on this subject will soon yield to a wise, liberal, and enlightened policy.

In conclusion, Sir, we hope that in the course of your tour through the Province, the fatigue of travelling at this season of the year may be compensated by your witnessing a lively interest in the cause of education amongst all classes of the community.

ARCHD. M'KELLAR, Roose. EDWIN LAVERILL, JOSEPH NORTHWOOD, R. STUART WOODS, JAMES BURNS,

Councillors,

Chatham, 5th Feb., 1858.

### OPINIONS OF THE PRESS.

## TORONTO UNIVERSITY AND UNIVERSITY COLLEGE.

[From the Toronto Semi-Weekly Leader, April 26.]

Among the Acts to which the Royal assent was given on Friday last, is that relating to the University of Toroto. The greatest change which this measure will effect is the separation of the College and University functions. Hereafter the University will in fact be only a Board of Examiners for degrees. In this respect it is modelled after the plan of the London University. Like its prototype, it will have attached to it a University College; so that the educational efficiency now provided for will be preserved.

A question of procedure, left open in several public bodies, is settled in respect to this University. For the decision of all questions there must be a majority of votes. The Chancellor or Vice Chancellor will have no casting vote. When the votes are equal, the question is to be declared lost.

Although an University College is to be kept up by the funds of the University, degrees may be conferred on the students of other colleges on proof being furnished of their having gone through in a prescribed course of instruction. The standard of scientific and literary attainments that will entitle candidates to degrees in Teronto University is to be the same as that required by the Landon University; which, in several respects, has been taken as a model in the framing of the present law. By this means a proper respect will be obtained for the degrees of Toronto University. It is well known that the degrees of different Universities in Britain are held in very varying estimation. London University stands high, and the adoption of its standard of qualification must have the effect of placing the graduates of Toronto University on a level with those of the pattern institution.

The number of Scholarships and the emoluments to be attached to each is to be determined by the governing body of the University; but practically the amount to be expended on this object will depend on the state of the funds at the disposal of the University. The founding of professorships, ie...wships, lectureships, scholarships, exhibitions, prizes, and other rewards by individuals at their own cost is provided for. There is practically no limit to which this form of benevolence may be carried; unless, indeed, the possible disapprobation of the Crown should arrest the proffered devises and bequests. Real estate

may be devised or bequeathed to University College, for the purposes mentioned. It is, of course, within the bounds of possibility that the resources of University College may benefit from this provision; Trinity College having but a few days ago received a valuable grant of land worth some £6000.

No religious test beidg required of the professors or students of University College, that institution will be in the highest degree national; attracting by its impartiality youth of all creeds. The College Council will, at the same time, be charged with the oversight of the morals of the students; and may pass regulations requiring their attendance at the churches or places of worship to which the students respectively belong. In the branches to be taught, the efficiency of University College will be quite on a par with Toronto University as it exists at present. Indeed the change is one of name, rather than anything else, so far as this is concerned; for the present bill will not necessitate a single change in those professorships which are deemed sufficient for all purposes which may legitimately claim to be supported at the public cost.

### [From the Hastings Chronicle.]

The subject of education is so closely connected with the future well-being of the rising generation, and consequent prosperity of our country, that it cannot be too often brought under the notice of the public. It is important that the public should know how the free system is working; from all we can gather, this system of education seems the best adapted to relieve the wants of our fast rising town and country. Those who have lived in Canada for a length of time, and contrast the present system of education with that pursued some 18 or 20 years ago, must see that the present system is at least a hundred per cent, in advance of those days. At that period we could only boast of bodily powers, and these were highly necessary; but we need not remind our readers that we live in an age characterized by the progress of intellect, when bodily powers require to be accompanied by a well cultivated mind; and if we wish to see the arts and sciences flourish, and our country prosper in every sense, we must educate the masses.

### FREE EDUCATION IN PRINCE EDWARD ISLAND.

#### [From Hazard's Gazette.]

No object of public interest so imperatively demands attention as at of Education. We have indeed a very high opinion of the strong that of Education. sense and correct feeling of a great proportion of our agricultural com-munity; but we are also well aware how much many of them are incapacitated, by the want of education, for the transaction of business and the proper exercise of their political privileges. We are decidedly in favor of *Free* or *State Fducation*. We have no faith in *Voluntaryism*; but we are the sincere friend of every form of educational training, by which we conceive the condition of the people can be elevated; and we are extremely desirous to see such schools in successful operation throughout the length and breadth of the island, as may afford us a reasonable expectation that in a few years, every youthful freeman in the community will be duly qualified to exercise his political franchise aright. The responsible system of government is one which "requires, on the part of the people," as Judge Story says of that of the United States of America, "more vigilance and constant exertion than all others. It demands from every citizen unceasing vigilance and exertion; because under it there is no guard against danger or ruin, except the intelligence and virtue of the People themselves.
That, from this source, then—"the intelligence and virtue of the people"-ve may derive adequate means for the averting of danger and pue ruin, let the public press unceasingly urge upon the government and the legislature the necessity of providing, at the least, Common School Education for every child in Prince Edward Island, and of affording all such the ining in their social and moral duties, as may fit them to become uprignit intelligent, and useful members of a well-organized community. Towards the attainment of this great object organized community. one decided and important step has been made by the present Assembly, in the passing of the Free Education Act; and we freely accord to them the meed of praise which is their due for that measure, which defective and insufficient as it is, ought, we think, to be thankfully received. The quantity of mental food which it is calculated to afford, will, indeed, we feel certain, be found quite inadequate to supply the demand for it; still, however, be it remembered that "half a loaf is better than no bread."

### PUBLIC EXAMINATION OF PUPILS.

## [From the Dundas Warder.]

IRREGULAR ATTENDANCE AT SCHOOL—Modes and Subjects of Teaching.—Norwithstanding the vast importance of this subject we doubt whether we can be speak attention to it at present, in consequence of



the political excitement that now prevails. While, however, the male portion of our community have almost entirely neglected these examinations, it is exceedingly pleasing to see that the attendance of the ladies on these occasions has been most numerous, and the earnest attention they have paid to the proceedings, warrants the belief that

we shall obtain a hearing from them at least.

During the recent examinations, Mr. Thornton, one of the masters of the public school, complained very much of the irregularity of the attendance of the children, and justly remarked, that no one could expect him to make good scholars of pupils who did not come to school oftener, perhaps, than one day in the week. This was the fault of the parents, and he earnestly urged upon them, and the Trustees, the duty of exerting themselves to remedy it. He also made some general observations on the subject of education, in which we entirely coincide; he said that in his younger days, the memory was the only intellectual power that was cultivated, and at public examinations it was considered a proof of wonderful proficiency if a child could repeat the hundred and nineteenth psalm without making a blunder, although it was probable it did not understand one word of it from beginning to end. This system having been found to be altogefrom beginning to end. This system having been found to be altogether wrong; a mistake in his opinion of equal magnitude had been committed in the opposite direction, by endeavoring to cultivate the reasoning faculties, by objects, and other means, without putting the learner to the trouble of committing any thing to memory. In both these systems there was much good, and it was only the excess that tended to evil. Memory was the storehouse of the mind, and unless there was something laid up there, the judgment had nothing to act upon. In his system, he endeavored as far as he was able, to judiciciously blend the two together. How far he had been successful, it was not for him to say; it was a question that must be decided by the parents and Trustees.

There was one thing during the examination of Mr. Regan's school which struck us very forcibly, and that was the apparent subordinate place which the most important branches of learning (especially to a young country like this) were made to occupy. This is no fault of the teacher, however, but of the parents. Except to such young men as are intended for the learned professions, the time spent in acquiring the dead languages, is just so much time lost, or rather mispent, for it might have been devoted to the acquisition of something more useful something that would fit them for the duties of the counting-house, the store, the engineer's office, or the business of every-day life. The satire of the "ploughman poet," on this subject, many know to be true, from painful experience, and we happen to know many alumni of the leading universities of Europe, now in Canada, who would gladly exchange all the Latin and Greek they ever knew for such a knowledge of book-keeping as would enable them properly to conduct their own business, or fill one of the many lucrative posts which almost daily open up before them. In saying this, we would not, for a moment, be supposed to under-rate classical learning, but we would be sorry to see it in our schools supplant the study of Arithmetic, Geometry and Algebra; and we do say, that in so far as we are able to judge from the present examinations, Dundas is behind many places of less pretension,

in this important point.

Had time and space permitted, it was our intention to offer a few remarks on the necessity of a thorough School Reformation in Dundas, and urging the adoption of the free system, in so far as the younger children are concerned, and the establishment of Ward Schools, with one High or Central Academy, at which the higher branches might be taught to those pupils whose parents are able and willing to pay at least a large portion of the cost.

### INFLUENCES OF A DEFECTIVE OR NEGLECTED EDUCATION.

A good education among people of understanding will not lift them above their fellow men, who may perhaps be their superiors in some respects, but lacking in wealth or education. There are some with haughty and contracted minds who are elevated in their own estimation on account of being educated. I have remarked this among some youth under my tuition who are educated, but are surly, revengeful, head-strong, and if their parents are supposed wealthy, often try to exert some physical or domineering powers over those with whom they associate. No doubt, in my mind, this error prevails in consequence principally of a wrong education in early life; such children are left to govern themselves—when too late are reprimanded, but without effect. How many parents would be saved the mortification of seeing their children debased by all those low and pernicious habits had they been properly trained in carly life.

There are some men and women who are educated, and are guilty of the most heinous crimes; but these are exceptions to the general rule. This is no reason why the multitude should not be educated, any more than that we should reject railways because an occasional accident happens which is destructive to life and property. It is an admit-

ted fact that much of the crime committed in our land is confined to the ignorant classes of the community, and many of those who occupy our gaols, and labor in the Penitentiary are those who have never been taught the first principles of civilized life.

Much is expected from the rising generation; intellectual fame should be their motto; education consists not in riches or honor. For true fame is not found, as some have supposed, on the field of battle, where clashing arms, and dying groans, and mangled limbs are witnessed by conflicting armies, but in that which tends towards the elevation of our fellow men.

The youth of our country will occupy the places of those who now hold important stations; they will be our future legislators, our judges, our ministers, and our lawyers, and these will give the future character to our country, either for weal or for woe.

If education, then, is so necessary, what investment is most essential to fit our youth for the business affairs of life? I am sorry to say this question is thus responded to by many:—Give them a limited education, and make up in wealth what they lack in knowledge; but I am confident the most profitable investment which any parent can give his child is intellectual culture. Property is liable in a variety of ways; that devouring element, fire, may consume it; had management in our affairs may strip us of all we possess; false friends may connive and ruin us in our worldly affairs: but the treasures of the mind remain permanent, and will always be our friends to aid and assist us under all circumstances as long as reason holds its reign. We now live in an age when nearly all the youth can be educated; in an age of improvement in the arts and sciences. Man at the present time can accomplish what would have been considered impossible but a few years ago. He can call forth lightning from above, and hold converse with persons thousands of miles distant, by means of electricity; the pathless ocean is readily traversed by the man of science, and the majestic steamship, with her intricate machinery, visits distant lands in a short space of time. If, then, so much is accomplished by education for our benefit, independently of the moral and religious influence which it exerts, it is our bounden duty, as philanthropists, as well-wishers of the rising generation, to do all in our power for the promotion of a sound and practical education among all classes of the community.—From a School Lecture by L. Chipman, Esq., Local Superintendent, South Burgess.

### VISITING CARDS.

Visiting cards consist of a common enamelled pasteboard card containing a person's name. These are used on various occasions, among which the following are some of the most common:

When calling at the residence of an acquaintance, a card is given to the servant to be taken to the person on whom the call is made.

When the person called upon is out, a card is left to inform them of your call.

Sometimes calls of respect are made by simply leaving a card, without waiting to see the person; this call is usually returned by the one with whom the card is left.

After a wedding, the card of the bride and bridegroom, or the card of each, is sent to their acquaintances, informing them of the wish of the newly married pair to continue their acquaintance. On such occasions enamelled envelopes are used, and these are addressed to those to whom the cards are sent.

When an individual or family, residing in a city, is about to be absent for some time, the fact is sometimes announced by leaving cards with their acquaintances, with the letters T. T. L. (To Take Leave) written

Families, on returning after such an absence, send cards to their

acquaintances, informing them of their arrival at home again.

When a call is intended for two or more persons of the same family, as for sisters, a corner of the card is doubled or turned up. But when a visit is intended for a member of the family and a guest, separate

cards should be used, and also for sisters, if either or both be married.

Sometimes the question is asked, "Should the residence be inserted on the card?" Though it is often omitted, we reply in the affirmative. This practice would save the receiver of the card much inconvenience should there be occasion to know the residence of the person sending it. It would also prevent the mistakes arising from different individuals bearing the same name. There are also other reasons for its insertion. The residence might be given in small letters, and placed near the right hand lower corner of the card.

In the cards of the young ladies of a family, it is proper for the eldest daughter to use the prefix, "Miss," without her christian name. But each of the younger daughters should use the christian name. However, on the death or marriage of the eldest daughter, it is proper

for the second to drop her christian name from her card.

Visiting cards have been in use for at least a century. middle of the last century playing cards were used for this purpose the name of the person was written upon the back.—The Student.



TORONTO: MAY, 1858.

# MUNICIPAL APPROPRIATIONS FOR PUBLIC LIBRARIES.

As the arrangements are now being completed for the introduction of Public Libraries into Upper Canada, we hope to be enabled, in the next number of the Journal, to commence the publication of the list of books which have been approved by the Council of Public Instruction, with short critical notices appended to each. These notices, with the names and prices of the books, will afterwards be presented in the form of a catalogue, to the Municipal Councils, together with a statement of the terms upon which these books will be furnished; and the regulations to be observed in establishing and managing libraries. Such Councils as wish will then have an opportunity of co-operating with this department in the introduction of Public Libraries into their locality. Some Municipal Councils have already, with great promptness, taken the necessary steps to provide funds for the purchase of such books as they may select from the catalogue when it shall have been furnished them. We hope that all the Municipalities will have sufficiently considered the important subject of Public Libraries, as to be enabled at once to take steps for the introduction and establishment of a Library before the close of the year, so that the long winter evenings of 1853-4 may be agreeably employed by all classes of the community in perusing some of the most interesting and valuable books in our language. This Department will require some time, after the selections have been made by the Councils, to obtain a sufficient stock of books from England and the United States, to supply the orders of each Municipal Council before the close of the navigation. We would therefore urge upon those Councils the necessity of completing, as soon as possible, any preliminary arrangements which they may deem it necessary to make, in raising funds and providing a suitable place for the Library, &c., so that, without loss of time, they may transmit their orders to the Education Office, for such books as they may select from the catalogue.

The following letters have recently been received on this subject:—

To the Rev. E. Ryerson, D.D.—Sir,—I have the honor, by command of the Council, to inform you that the sum of one hundred pounds have been levied, and will be collected and placed at your disposal, or subject to such arrangements as may be made for the establishing of a Township Library—exclusively for the purchase of books.

Your obedient servant,

Municipal Council Office, Thurlow, 7th April, 1853. ISAAC DENIKE, Clerk M. C. Thurlow.

To The Rev. Dr. RYERSON, Chief Superintendent of Schools, C.W.—Sir,—The Municipal Council of the Township of Eramosa, being desirous of securing for said township the benefits likely to result from the establishment of Public Libraries in the several School Sections therein, have appropriated for that purpose the

sum of twenty-five pounds. I have therefore respectfully to request that you will furnish me with such information in the premises as will enable said Municipal Council to accomplish the object they have in view.

Respectfully,

W. OLIPHANT,

Eramosa, April 20th, 1853.

Township Clerk.

CHAS. SCARLETT, Esq., Local Superintendent of Dawn, in a letter dated the 1st. March, states that "The Municipality of the Township of Dawn proposes raising the sum of fifty pounds towards the establishment of a Township Library, which will doubtless be a great auxiliary in the promotion of education throughout the township."

JOHN A. BACKHOUSE, Esq., Local Superintendent of Walsingham, in a letter dated the 8th of April, says, "I am happy to inform you that the Municipal Council of this Township have granted the sum of twenty-five pounds in aid of funds for the purpose of purchasing a Library under the provisions suggested by yourself, during your last official visit to this county; and I hope within a few weeks to be able to apprize you of a much larger sum, raised by subscription for the same purpose."

# THE NECESSITY OF INCREASED EDUCATION AND INTELLIGENCE IN UPPER CANADA.

In an admirable address, recently delivered by his Honor, Judge Armstrong, of Bytown, he forcibly insists upon the importance and necessity of increased intelligence in Upper Canada, in order to give effect to the free Municipal institutions established among The quality and amount of education with which the pioneers of Canada were compelled to rest satisfied will not answer now. And for this important reason:—" The institutions of our country are so far changed that the people are not governed and legislated for as formerly they were; now every city, town, and township, and many of the villages, are so many separate and distinct communities, each invested with the power of enacting such laws as may be best suited to their own immediate condition, and for the peace, welfare and good government of each commonwealth, so that there is much more need for education and intelligence than formerly existed; as ignorant and uneducated men cannot be expected to frame and carry into effect all the laws and discharge all the duties and obligations imposed upon them for the management of the affairs of the several municipalities in which they reside. Therefore it is necessary that every man should know something of those general laws of civil polity which should form the basis of every public institution."

THE TEACHER'S MANUAL: by THOMAS URRY YOUNG, Master of the "Infant Model and Training School," Dublin. 12 mo. pp. 284, with Engravings. Sanctioned by the Commissioners of National Education in Ireland, 1853. TORONTO, Depository, Education Office. Price 2s. 6d.

We have examined this work with great care, and find it to be one of rare excellence of its class. The author thus explains the object of the work: "During the fourteen years that this School has been in operation, the want of some treatise on the methods of instruction therein pursued, for the guidance of teachers trained in the establishment, has been much felt. To supply this deficiency, the writer has been authorised by the Commissioners to prepare the following pages. They contain as much of the theory and practice of teaching as is needed for the proper management of Infant Schools; and the same mode of training, lessons, and

apparatus, are equally applicable to the junior classes in male and female schools. • • • No new theory is attempted to be set forth in the present work; such plans only being given as have been tested by experience, and found to promote the happiness and improvement of children."

In this spirit, and with admirable success, has Mr. Young performed this task assigned him. His "Manual" presents a complete panorama of a really Model School,—its daily duties and its varied employments. In a most agreeable manner it gives a number of specimens of the "Lessons" usually taught in the schools, such as "Developing Lessons," "Lessons on Objects," "Eacred History, Natural History, Reading," &c. &c. It also gives several pieces of Poetry appropriate to children, together with a variety of School songs set to music. It is in every respect a most complete "Manual" for a teacher; and as the system of instruction adopted in the Normal and Model Schools, Toronto, is identical with that adopted in the Dublin National Schools, this work would be found to be very valuable to our Common School teachers. Its hints upon "First Principles," "Moral, Intellectual and Physical Education," "Qualifications of a Teacher," "Rules and Regulations," "Time Tables," &c. are conceived in an excellent spirit and expressed in an easy, agreeable style, characteristic of the amiable author. We can most cordially recommend the Manual as a work of great practical ability.

THE OXFORD GAZETTEER; Containing a complete History of the County of Oxford, &c. 8vo., pp. 216. By Thos. S. Shonston, Woodstock. Price, 5s.

To the Warden of the County of Oxford are we indebted for this admirable compilation. An excellent likeness of the Hon. Inspector General Hincks is prefixed to the volume. The publication evinces great industry on the part of Mr. Shenston (who has recently been appointed Registrar of the County of Brant, at Brantford,) and is a most valuable addition to our local colonial annals. It is from such works as this, and even much more defective ones, that the Documentary History of the State of New York has been recently compiled and reprinted by the Legislature of that State, at great expense and labour. As a specimen of the work, we select an extract relating to the history of Common Schools in the County of Oxford:—

"The first Common School Act passed in Canada West, was in the year 1816, (56, Geo. III, chap. '6.) It provided that the inhabitants of any Town, Township, or Village, might meet on the first day of June, in each and every year, and as soon as they should unite and build, or provide a school-house, engage to furnish twenty or more scholars, they might appoint three persons to be trustees of such school, "who shall have power and authority to examine into the moral character and capacity of any person willing to become a teacher, and nominate and appoint him teacher of such school." Trustees could not "remove such teacher from his school for any misdemeanor or impropriety of conduct," unless the Board of Education of the District sanctioned such removal.

The trustees were given "power and authority to make rules and regulations for the good government of the school," but "they are hereby required to report such rules and regulations, and the books used, to the Board of Education once in every three months;" and "it shall be lawful for such Board to order and direct such books, or any of them, not to be used, and to rescind the said rules and regulations, or any part of them. if it shall deem it expedient."

any part of them, if it shall deem it expedient."

The Governor was authorized "to appoint not more than five fit and discreet persons to compose a Board of Education in each district."

Any teacher "producing a certificate, signed by the trustees, stating that he has well demeaned himself as teacher, for six months, with the number of scholars educated in the said school, being not less than twenty, the District Treasurer shall pay him his proportion of the Legislative School Grant."

Treasurers required to make an annual return to the Governor.

The first "Return" we have been able to find of this County, is for the year 1829, at which period there was one such school, and that was in the Township of Norwich. The teacher, Nathan Town; the

trustees, William Cowan, Adam Stover, and James Barker; the number of months taught, six; the number of scholars, 19 boys and 6 girls.

In the year 1839, we find that Messrs. Mark Burnham, Alex. Ross, and John B. Askin, composed the Board of Education for the London District. of which the County of Oxford then formed a part.

District, of which the County of Oxford then formed a part.

In 1818, Mr. Gourlay reckoned that the Statutes of Upper Canada up to 1817, (230 in number,) cost £50,000, of which number the School Act above alluded to, was one, with respect to which he remarks:—
"One Act I must particularly notice, for it is worth all the money and more; (meaning the £50,000 which all the Statutes had cost,) I mean the Act for the establishing Common Schools." This, be it recollected, is the opinion of an ultra Reformer of that age. We think there would be but few trustees now willing to submit their "rules and regulations and school books" every three months to a Board of Education in London, appointed by the Governor. We think that if any of our readers will take the trouble to compare the first with the last School Act, they will admit that we have made some "progress."

In 1830, a select committee of the House of Assembly, (of which

In 1830, a select committee of the House of Assembly, (of which C. Duncombe, M.P.P., for Oxford, was chairman,) on Schools, reported as follows:—"That the Common Schools of this Province are universally in so deplorable a state that they do not deserve the name of schools, and the amount of money annually expended from the smallness of the amount and mode of application, is rendered almost uscless."

It is quite foreign to the nature of this work to intrude our own views upon the reader, but we cannot resist the temptation, as we are a very great admirer of the present School Act, of recording our opinion that it is the best Act Canada ever saw, and that it has the most efficient officer to carry it into effect.

The School Act in existence at the formation of the District Councils, (1842) was 4th and 5th Victoria, chap. 18. It was principally worked by "School Commissioners," appointed at the Township meetings. It was repealed by 7th Victoria, chap. 29, (1843-4.) By this Act, the District Councils were to appoint one Superintendent for the County, and one Township Superintendent for each Township, during its continuance. Repealed by 9th Victoria, chap. 20, 1846.

County, and one Township Superintendent for each Township, during its continuance. Repealed by 9th Victoria, chap. 20, 1846.

The next School Act, 9th Victoria, chap. 20, (1846) repealed the above Act, and abolished the office of Township Superintendents, but continued that of County Superintendent. The Rev. W. II. Landon filled that office until the repeal of the Act by 12th Victoria, chap. 83, (1849, but not to come into force till 1850) By this Act the office of County Superintendent was abolished and that of Township Superintendents substituted.

Previous to 1844, but little was done by either the Council or Government in the support of Common Schools.

### THE POET MOORE AT THE FALLS OF NIAGARA.

In the "Memoirs, Journal, and Correspondence of Thomas Moore, edited by Lord John Russell," (who has given an eloquent and beautiful delineation of the character of the Poet), we find the following account of Moore's visit to the Falls of Niagara, in a letter to his mother:—

"NIAGARA, July 24th, 1804. "My DEAREST MOTHER,—I have seen the Falls, and am all rapture and amazement. I cannot give you a better idea of what I have felt than by transcribing what I wrote off hastily in my journal on returning. 'Arrived at Chippewa, within three miles of the Falls, on Saturday, July 21st, to dinner. That evening walked towards the Falls, but got no further than the Rapids, which gave us a prelibation of the grandeur we had to expect. Next day, Sunday, July 22d, went to visit the Falls. Never shall I forget the impression I felt at the first glimpse of them, which we got as the carriage passed over the hill that overlooks them. We were not near enough to be agitated by the terrific effects of the scene; but saw through the trees this mighty flow of waters descending with calm magnificence, and received enough of its grandeur to set imagination on the wing; imagination which, even at Niagara, can outrun reality. I felt as if approaching the very residence of the Deity; the tears started into my eyes; and I remained, for moments after we had lost sight of the scene, in that delicious absorption which pious enthusiasm alone can produce. arrived at the New Ladder, and descended to the bottom. Here all its arrived at the New Ladder, and descended to the bottom. Here an as awful sublimities rushed full upon me. But the former exquisite sensation was gone. I now saw all. The string that had been touched by the first impulse, and which fancy would have kept for ever in vibration, now rested at reality. Yet, though there was no more to imagine, there was much to feel. My whole heart and soul ascended the divisity in a small of depoint admiration, which I never towards the divinity in a swell of devout admiration, which I never before experienced. Oh! bring the atheist here, and he cannot return an atheist! I pity the man who can coldly sit down to write a description of these ineffable wonders; much more do I pity him who can submit them to the admeasurement of gallons and yards. It is impossible by pen or pencil to convey even a faint idea of their magnificence. Painting is lifeless; and the most burning words of poetry have all been lavished upon inferior and ordinary subjects, We must have new combinations of language to describe the Falls of Niagara."

NIAGARA FALLS AND LAKE ERIE.—Professor Silliman, the eminent geologist, discredits the opinion advanced by some, that the gradual wearing away of the rocks of Niagara Falls may possibly result in

draining Lake Erie. In a recent lecture he remarked:-

"They will not halt at their present station, but retreat slowly and surely about two miles further, where they will stop again for an unknown period, and probably for ever, since at this place the hard limestone will form both base and top of the falls, and thus stop the rapid destruction of the rock. Some have thought that they would finally reach Lake Eric, and that then the lake would be completely drained. Such an event is impossible. At the point already mentioned, the a rapid, and henceforth Niagara will be one of the lost wonders of the world."

# Miscellaneous.

### "THEY THAT HONOUR ME, I WILL HONOUR."

"That's right, my boy," said a merchant, smiling approvingly upon the bright face of his little shop boy.

He had brought him a dollar that had lain among the dust and

sweepings of papers.
"That's right," he said again, "always be honest; honesty is the best policy always."

"Should you say that?" asked the boy, timidly.

"Should I say what? that honesty is the best policy? Why it's a time honoured old saw-I don't know about the elevating tendency of the thing—the spirit is rather narrow, that I'll readily allow.'

"So grandmother always taught me;"—replied the lad; "she said we should do right because God approved it, without thinking what

men would say about it."

The merchant turned abruptly to his desk, and the thoughtful little

fellow resumed his duties.

In the course of the morning, a rich and influential citizen entered his store. While conversing he said, "I have not a child of my own, and I fear to adopt one—and my experience is that, a boy of twelve, the area I should prefer is fixed in his habits, and—"" age I should prefer, is fixed in his habits, and—
"Stop, do you see that lad," said the merchant.

"With that noble brow? yes, what of him?"

" He is remarkable-

"Yes, that is what every body tells me who has boys to dispose no doubt he'll do well enough-before your face-I have tried a good

many and been deceived."

"I was going to say," replied the merchant calmly, "that he is remarkable for principle. Never have I known him to deviate from -he would restore a pin-indeed" -nevermerchant colored—"he is a little too honest for my employ; he points out flaws in goods, and I cannot teach him even prudence in that respect - common prudence you know, is-is-is common prudence."

The stranger made no assent, and the merchant hurried on to say—
"He was a parish orphan—taken by an old woman out of pity when a babe. Poverty has been his lot: no doubt he has suffered from cold and hunger uncounted times—his hands have been frozen and so have his feet. Sir, that boy would have died rather than to have been dishonest. I can't account for it, upon my soul, sir, I can't account

for it."
"Have you any claim upon him?"
"he world, except "Not the least in the world, except what common benevolence offers. Indeed the boy is entirely too good for me."

Then I will adopt him, and if I have found one really honest boy,

I will thank God.

The little fellow rode home in a carriage, and was ushered into a luxuriant home—and he who sat shivering in a cold corner, listening to the words of a poor, old pious creature, who had been taught of the Spirit, became one of the greatest divines that England ever yet produced.

"They that honour me, I will honour."

-Boston Olive Branch.

E. A. D.

### GOOD MANNERS.

I was glad to see an article in a late number of your paper on the subject of "Manners in Public Schools." I fully agree with your contributor "T." in the opinion that the teaching of good manners of the highest order.

should be made a branch of instruction in our common schools, and have thought so for many years. But how is this to be brought about? Good manners can only be acquired in perfection through the influence of example and by associating with those who practice them. They cannot be communicated through precept alone. Books can only give as it were, their first rudiments. It is true a code of rules may be drawn up to guard against the grosser breaches of good breeding, but its unexplainable perfection and polish can only be acquired by an intimate intercourse with persons of refined minds and manners. good manners, every school teacher should, therefore, be perfectly well bred. It would require no effort for such to communicate good manners to their pupils. Their every word, motion, and look, would unconsciously beget their like in the minds and manners of their scholars, and they would insensibly acquire the indescribable charm that attaches to good breeding. But how are we to obtain a body of teachers who are uniformly possessed of good manners? It must be a work of some time to do so, it is true, but it, nevertheless, may be accomplished.

The Normal School may be made to contribute greatly to this end.

The social position of our school-teachers should be elevated. They have never taken that stand in society which their vocation should entitle them to occupy. Next to that of parents, their relation to the community in every respect—religious, moral, civil, and political—is more important than that of any other class among us. It is easier to bend a thousand twigs in a right direction than one full-grown tree. Teachers of schools should be aware of the immense responsibilities attached to their calling.—Rhode Island Educational Magazine.

DISTRIBUTION OF WEALTH IN THE UNITED STATES.—The consusreturn exhibit the fact that the wealth of the Union is nearly equally distri buted throughout the states. The average for each inhabitant of the states is \$356. In the states the distribution is as follows :-

Alabama\$582	Kentucky\$391	Oregon Territory.\$381
Arkansas 215	Louisiana 857	Pennsylvania 813
Connecticut 475	Maine 211	Ohio 255
California 289	Mississippi 732	Rhode Island 546
Delaware 260		
Florida 475	Maryland 450	Texas 841
Georgia 640	North Carolina 891	Tennessee 254
Illinois 184		
Iowa	New York 816	Virginia 411
		Wisconsin 138

STATE DEBTS .- The debts of the different States are as follows :-

			·· · · · ·
New York	.\$24,000,000	Texas	\$11,000,000
Maine	. 850,000	Arkansas	3,850,000
Massachussetts	. 6,000,000	Tennessee	8,338,000
New Jersey	670,000	Kentucky	4,497,000
Pennsylvania	. 40,000,000	Ohio	17,000,000
Maryland	. 15,000,000	Indiana	6,520,000
South Carolina		Illinois	16,600,000
Georgia		Michigan	2,800,000
Alabama		Missouri	
Mississippi			
Louisiana		California	
		1 7 1 1 17	

New Hampshire, Vermont, Rhode Island, Connecticut, Delaware, North Carolina, Florida and Wisconsin, are free from debt at present.

### ORIGIN OF FOOLSCAP.

Every boy knows what foolscap paper is, but we doubt whether one in a hundred that daily use it can tell why it was so called.

When Oliver Cromwell became Protector, after the execution of

Charles I., he caused the stamp of the cap of liberty to be placed upon the paper used by the government. Soon after the restoration of Charles II., having occasion to use some paper for despatches, some of this government paper was brought to him. On looking at it, and discovering the stamp, he inquired the meaning of it, and on being told, he said, "Take it away; I'll have nothing to do with a fool's cap."

Thus originated the term *Foolscap*, which has since been applied to a size of writing paper, usually about 16 by 18 inches.

## WEST ROXUBURY, (MASS.) THE BANNER TOWN.

It is believed that this town stands at the head in this Commonwealth, in the matter of liberality in the compensation of teachers. Recently, Miss Breed, who has charge of the female department of one of the Grammar Schools in this enterprising village, was offered the place of first assistant in the Boston Normal School, with the salary of \$600 a year, but her salary was immediately raised high enough to retain her services. The two principals of Grammar Schools receive \$1000 and \$900 respectively, and the principal and assistant in the High School receive \$1200 and \$800 respectively. The natural consequence of this enlightened policy is, that the schools in this town are



# Educational Intelligence.

### CANADA.

### MONTHLY SUMMARY.

A protracted discussion on Free Schools has been going on for some time in the Guelph papers, between J. Kirkland, Esq., Local Superintendent, and various other parties in Guelph. In the rural sections, generally, the question is discussed with equal warmth, but with much less publicity. Animated Free School discussions of this kind clearly indicate that a healthy, active tone pervades the public mind, and that the torper with which it had been so long enthralled, has been succeeded by vivacity and life. --- Steps are being taken to establish a College in London, U. C, as well as in Hamil--Mr. D. Buchan has been appointed Bursar of the Toronto University, under the new University Act. - Dr. Hill, in his inaugural address as President, upon the recent recusitation of the Bytown Mechanics' Institute, in speaking of the advantages which Bytown should bestow upon its fast increasing population, remarked, "Educational establishments must be looked to, and put on so excellent a footing that every advantage that Education can confer shall be obtained in Bytown; that there shall no longer exist the necessity of exporting, as it were, our children to Montreal, Toronto, or the States, for a first class Education, but that we shall find it at our doors, where we can still have our eyes on our children, and minister to their wants and to their health."---The following are the salaries fixed by the Toronto Board of School Trustees for the teachers of the new schools which have been recently erected:-For the principal male teachers, £120 per annum; assistant do. £110. Head female teachers, £70 per annum; assistant do. £60. The salaries for the teachers of the other schools were also agreed to, and likewise that of £125 for the Secretary, and £150 for the Local Superintendent. The Chairman of the Board of School Trustees in Brantford, has presented Richard Broughton, one of the pupils of the High School of that town, with a gold pencil case, as a reward for his diligence and skill in executing in writing an excellent Time Table for the school. The Table has been framed and hung up in the school.—The recent examination of School Sections No. 6, Canniff's Mills, and North School No. 2, Gainsboro', are highly spoken of in the local papers.monthly meetings of the Teacher's Association of the Township of Southwold, appear to be productive of much interest and value among the members. Subjects of instruction are discussed, "and the teachers form themselves into classes for the purpose of acquiring a uniform system, and of adopting the most approved methods of teaching."-From a statement recently published, it appears that the estimated resources of the Toronto University amounts to £304,500,—its annual income at about £1,200, and its expenditure at about £1,100.

University of Toronto.—On Tuesday of last week, a Convocation of Toronto University for the admission of students to Degrees, was held in the Hall of the Legislative Assembly. A large assemblage was present to witness the ceremonies. The Vice-Chancellor, in the absence of the Chancellor, Doctor Widmer, presided on the occasion, and conferred the Degrees. Subsequently, an English Essay, the subject of which was Palmyra, was read by A. M. Clark, B. A., and a Greek Poem was read by E. A. M. Crombie, and also, an English Poem on "Jerusalem," by H. W. Peterson. 23 students were matriculated. The ceremonies and exercises were concluded by an address from the President of the University, Dr. McCaul, in which he stated, that out of 180 matriculated students, there are 33 scholarships. The Doctor also dilated at length, and in an eloquent manner, on the advantages derivable from such an Institution as the Provincial University; and concluded with a warm eulogium on the youth of Canada.—Examiner.

University of Victoria College, Cobourd.—The annual examination of the students was held on Monday, Tuesday, and Wednesday last. On Wednesday evening the commencement took place in the Weslsyan Church, and went off admirably. About 120 students and pupils were in attendance. On Tuesday evening the Rev. Dr. Ryerson delivered a lecture to a crowded audience, upon the subject of "The Young Men of Canada and the Bible," which displayed very great ability, and was listened to with the deepest attention. If government would do what they intended to do, divide the endowment of Toronto University amongst the different colleges throughout the country, they would confer a great boon upon the people, as very few are able to bear the expense of sending their children to Toronto.—Cobourg Star.

University of Queen's College, Kingston.—The annual examination and distribution of prizes in this University, took place on Wednesday and Thursday. The appearance made by many of the students was highly creditable to them; and on the second day a number of interesting essays were read. After the prizes had been distributed, the Rev. Dr. Machar, the Principal of the University delivered an Address; and the Rev. Mr. Urquhart, of Cornwall, having engaged in prayer, the session was closed with the benediction.—Toronto Patriot.

OPENING OF THE NEW CENTRAL SCHOOL, HAMILTON.—This spacious building was opened on Monday morning, the 2nd inst., for the reception of pupils, and we are happy to learn that nearly seven hundred names were enrolled. The institution certainly opens under the most auspicious circumstances, in so far as superior arrangements and superior teachers are concerned; and from the numbers that have already come forward, we are warranted in believing that our citizens are willing to appreciate the enterprize of the Board of Trustees, and have been anxiously waiting for an opportunity to show their readiness to support the experiment. At three o'clock in the afternoon, a very respectable meeting assembled in the large lecture room of the Institution, for the purpose of hearing Dr. Ryerson and Mr. Robertson of the Normal School, deliver their views on the cause of popular education and the improved methods of teaching. . These gentlemen, however, were unable to get forward at the proper time. Mr. Distin, Chairman of the Board of Trustees, gave a suitable explanation of the cause of the absence of Dr. Ryerson and Mr. Robertson, and, after announcing that these gentlemen would lecture in the Hall of the Mechanic's Institute in the evening, he made a few excellent remarks on the intention of the Board of Trustees in erecting the Central School, on the necessity for such an institution in this city, on the benefits and advantages to be derived from it, and on his full confidence in its success. The Chairman then introduced the Rev. Mr. Goldsmith, who spoke for a short time—and spoke exactly to the point, and was well received. Mr. McQueen also addressed the audience. In the evening a large meeting congregated in the Hall of the Mechanics Institute, and listened attentively to truly interesting lectures on the subject of popular Education, and the Normal School system of teaching. Mr. Robertson and Dr. Ryerson are both full masters of the subject, and certainly communicated a large amount of interesting and practical information on the important subject of popular instruction. We cannot, at present, enter into the merits of the views enunciated by the learned gentlemen, but may have an opportunity of remarking on them in our next. The sentiments which both gentlemen delivered in reference to the Central School, and the character of the teachers were of the most gratifying description.—Canadian.

### EXAMINATION AT ZONE MILLS-ITS GOOD EFFECTS.

A public examination of the Common School in the Village of Victoria, or Zone Mills, 27th March. I was very much pleased indeed with the evidence exhibited of qualifications, not of an ordinary kind, on the part of the Teacher, Mr. J. Mills, and of proficiency on the part of the scholars. I beg leave to say that though I am not a resident in that locality, yet I have been often there, and have seen the school in it's every day operations, apart from any preparation for a public examination, so that I can thus testify with full confidence in the matter. And I have no hesitation in saying that the school is in superior working order. One proof of this which may be stated, is that several young persons, laudably anxious for improvement, have come from some distance to board near the school, that they may attend it. The examination was well conducted. The pupils were fully tested on some of the scientific parts of the 5th book of Lessons, and evinced an acquaintance with the topics which was highly pleasing. For this superior knowledge among our young people now, thanks to the excellent school books in use, and the great improved methods of teaching which is being rapidly extended, through the Provincial Normal School, and other means connected with it. The Trustees and active friends of the school at Victoria have supplied it. with a set of large and excellent maps; and although they had not been long in use, the pupils showed themselves to be already familiar with them. By means of the black-board they also displayed an expertness in arithmetic. In short, the examination was exceedingly gratifying to all who had the pleasure of being there. The exercises were now and then lightened by the singing of the scholars. The ladies, much to their praise, had provided an abundant supply of good things as a pic-nic. The exercises continued for about six hours, when the assembly separated, in a state of mind which I have no doubt made them feel desirous that there may be many such school gatherings among them. And taking into consideration the vast importance of education, nothing should call forth more interest in every locality than the periodical examination of the schools. Were this the case over Canada, the hearts of the teachers would be sustained and encouraged under their arduous and but indifferently remunerated labors; proper feelings between them and their employers would be cultivated; and the young would be stimulated to progress and excellence. As I am one of those who earnestly desire that the Word of God may retain a place and a most beneficial influence in the schools of Canada. Mr. Mills is in the habit of devoting a short time daily to a Bible lesson in his school. Thus, under the divine blessing, our country will rapidly advance, intellectually and morally; and ere long stand eminent among the nations; for knowledge, piety, and goodness.—(Communicated.)

SCHOOL EXAMINATION IN LOUTH.—FREE SCHOOLS.—The quarterly school examination of school section No. 1, of Louth, took place on the 9th April, in presence of a respectable audience, who seemed to take an unusual interest in the proceedings of the day. The examination opened with singing "The Happy School Boy." After the forenoon examination, the school was dismissed for an hour, and a cold collation served, prepared by the mothers and sisters of the pupils. The examination was then resumed. The answers and explanations in all of the branches taught showed a degree of application, industry, and mental capacity in the teacher and pupils of a high order. The examination was then closed by reciting some appropriate pieces, and singing "Leave not the Plough, my noble Lads," which called forth a unanimous burst of applause from all present. You are aware that I am an advocate for Free Schools, and you may imagine what my feelings were, on seeing the rapid progress that the pupils in attendance were making, but had the saddening fact before my eyes, that at least three-fifths of the school population had not been in the school for the last six months, and it would be no presumption to believe, were growing up in ignorance, the sure road to vice Many of them, no doubt, of high mental capacities, and all capable of improvement, such as we had just witnessed. All might be trained to be useful members of society for the same amount of money that is paid to educate the two-fifths that do attend. You cannot do too much to try to bring about the Free School system; it is the only one that will work in harmony with our advancing liberal institutions, and the only sure way of leaving our country better than we found it .- (Communicated.)

### To the Editor of the Journal of Education.

SIR,—We herewith send you a programme of the late examination held in the academy, Village of Newburgh, Township of Camden East, as also a number of the "Index," which contains some observations made by a "spectator," and which we hope you will transfer to the columns of your Journal.

As there were several pupils belonging to the institution who wished to become teachers of Common Schools, the undernamed members of the Board of Public Instruction, met in the academy, at the commencement of the examination, and continued in sitting during the whole time, to witness the progress and qualifications of all, but particularly of those who solicited to be examined for the office of teacher.

As you are not personally acquainted with the parties, it could give you no pleasure to mention names, and it might seem invidious to particularize any, when all behaved so well; yet, notwithstanding this, we cannot refrain from noticing two young ladies who distinguished themselves above any of their age, Miss Eakins, 13 years old, and Miss Vroman, 14. These had all the requirements necessary to entitle male teachers to a first class certificate, besides a knowledge of the French and other accomplishments which adorn the lady.

There were twenty-four examined for the office of teaching. Six of whom obtained first class, ten, second, and eight, third class certificates.

From year to year, the blossing and advantage of the institution have been realised, but the late examination called forth more interest than any previous one.

The United Counties of Frontenac, Lennox, and Addington, are fully aware of the benefits conferred on them by the academy, in sending so many well qualified teachers to instruct the rising generation; they have, therefore, testified their sense of gratitude by granting fifty pounds this year towards the support of the institution, that is, twenty pounds more than the last.

R. F. Hope, Chairman, Cephas H. Miller, ISAAC B. AYLWORTH, PAUL SHIRLEY,

Newburgh, April 8th, 1853.

Extracts from the remarks of "Spectator," in the Index newspaper, referred to in the foregoing letter.

The late examination of the students of the Newburgh Academy, was certainly an important affair. It was gratifying to see the principal, Mr. Beach, in addition to the classes in Astronomy, Natural Philosophy, Algebra, Book-keeping, Latin, French, and Greek, bring out a class in vegetable Phisiology and another in animal Physiology. In addition to the regular classes in Geography, each one of the class, nine in number, had each prepared a map of some portion of the Globe. Those maps were made with pencils. Among them were one of Africa, one of South America, &c. They were of a respectable size and exceedingly well executed. To show they understood the subject, and that those maps were of their own execution, three or four of the class went to the blackboard and re-produced some of them with chalk, laying down the outlines, without copy or compass, in a few minutes, the rivers, mountains, political divisions and chief towns, and then the whole class underwent a thorough examination from these sketches. On Friday afternoon the Exhibition took place when the number of visitors increased from two or three hundred to eight hundred or one thousand.-The interest of the exhibition was increased by music performed, by scholars in attendance. The Exhibition continued until nearly sundown without any abatement of interest. On Thursday evening after the lectures a letter was read by Mr. Shirley from D. Roblin, Esq., Warden of these counties, which was accompanied by a number of volumes to be distributed as rewards to the most deserving among the students of the institution. The people of Newburgh certainly deserve great credit for the liberality and zeal they have manifested in the cause of education. The remark was made during the exercises by those who have ample means of observation that there is not another place of its size in Canada where the same amount of efforts have been made, or the same success in proportion attended them for educational advancement. There is another trait about the Newburgh Academy worthy of notice and that is a total abstinence of sectarian and other prejudicas. All parties in politics and all denominations in religion co-operate in carrying it on. It was truly gratifying to see Church of England, Presbyterian, Methodist and other Ministers and people cordially uniting to advance the common interest of Canada by encouraging education.

### BRITISH AND FOREIGN.

### MONTHLY SUMMARY.

Lord John Russell in his new Educational Measure, does not propose any change in the machinery or agents of popular education. He simply wishes to improve the quality and increase the quantity already available. He proposes to give corporate Towns the power to impose a local rate, by a two thirds vote of the corporation in favor of those Schools under Minutes of Council. An London paper thus characterises the new measure :- "It lays down principles, but constitutes no working organization; it decides against the Secularists and the ultra-Voluntaries, but we think it offers no feasible plan for the education of the people. In this, possibly, its wisdom may consist. It impels the people, it guides them, and it gives them a fair offer and an intelligible warning that, unless the local authorities assist in the education of the masses, the centralized Government authorities will take the matter-be it a duty, a right, or a privilege,-out of their hands."-The Earl of Carlisle has been installed as Lord Rector of Marischal College and University, Aberdeen. A large building in Dublin, on the south side of Saint Stephen's-green has been taken for the proposed Catholic University, in Ireland. --- The Right Rev. Dr. Denvir, R. C. Bishop of Down and Connor, has accepted the seat at the board, vacated by the death of the Most Rev. Dr. Townsend, P. E. Bishop of Meath. Dr. Denvir has been long honorably distinguished by his consistent support of the system of national education. The report of the Dublin University Commission has been completed, and will be immediately laid before Parliament. The Board of Trinity College are represented as liberal in their views, and disposed to facilitate any arrangement calculated to open emoluments and distinctions to Roman Catholics and Dissenters. According to the prevalent rumours, the commissioners have agreed upon a medium course, and the report will suggest the establishment of twenty new scholarships, open to the various religious denominations, with other alterations which would have the effect of extending the benefits of academic education far more widely .unpleasant contest between the authorities of Queen's College, Cork, has been brought to light. The Vice-President and Council of the College charge Sir R. Kane, the President, with a despotic use of his authority. He will not



attend the deliberations of the Council, yet he claims and exercises an unqualified veto on their resolutions; he insists that he alone is authorized to carry on the correspondence of the College, and he draws it up without any communication with the Council. The Vice-President and his colleagues have embodied their complaint in a memorial to the Queen; and they allege that the dispute for authority endangers the institution itself.——Mr. Mortimer, an American, has gone to Australia, and carries out with him an assortment of books and periodicals, and particularly school books. He will establish himself at Melbourne, where he hopes to introduce the New York and New England system of common schools.——The Rev. T. K. Arnold, A. M., the well known editor of so many school editions of the Greek and Latin Classics, died on the 9th of March.——The Tutor's Association of Oxford, have begun to publish a series of pamphlets criticising the recent reports of the Royal Commissioners, and suggesting reforms of their own.

HISTORY OF POPULAR EDUCATION IN ENGLAND .- In introducing a bill recently for the promotion of Education in England, Lord John Russell thus addressed the House: "I will begin by stating what has been the course with respect to the education of the poorer classes in this country from the commencement of the establishment of public day-schools. These day-schools were generally commenced in the beginning of the present century. Two persons who had given much attention to education, Mr. Lancaster and Dr. Bell, were instrumental in introducing large establishments of day-schools for the education of the poorer classes. Both proceeded upon the system of having a monitor in the schools chosen from the boys, by whom lessons should be given to the boys not sufficiently advanced to obtain entire attention from the masters. It was believed, that by means of these monitors a large number of children could be educated cheaply, than by the method of having a great number of schools, each presided over by separate masters. But no doubt that system was exceedingly defective, for it only existed by the instrumentality of those persons who themselves were little advanced in learning, who had no peculiar aptitude for teaching, and who could not give instruction in that rapid and intelligent manner which persons who had devoted themselves to the subject were able to do. There was also a difference upon a topic of most exciting interest, The system of Mr. Lancaster, adopted by a society established in 1805, called the British and Foreign School Society, proceeded on the principle of teaching the Bible to all the children in the day-schools. That was the distinctive feature of that system. King George the Third gave an immediate and liberal patronage to this plan. Many persons who were anxious for the education of the poorer classes-my father, the Duke of Bedford, and others, among the numbercombined in placing themselves at the head of an institution of this kind .-Lord Brougham, Sir Samuel Romilly, and many others, sided it by their ability and patronage. While those schools were thus promoted, there arose an objection on the part of the Established Church, that, although the Bible was taught to the children, they received no instruction in the formularies of the Church of England. Accordingly, about the year 1811, a society called the National Society, was formed, to give instruction, not only in the Bible, but in the Catechism; and at the same time a rule was established that the éhildren attending the schools should attend Church on Sundays. There was, of course, seeing those difference, almost immediately a contest with respect to the principles on which the schools should be conducted. Into the merits of that controversy I shall not enter, further than to state that its efforts are felt even up to the present day, and that while each society contributed in a large degree to the promotion of education, the feelings produced in the course of the contest made it difficult, if not wholly impossible, to unite the poorer classes in any general system of education. On the one hand the National Society, connected with the Established Church, insisted on the children learning the Catechism and attending Church, an arrangement to which the Dissenters conscientiously objected; on the other hand, the Dissenters pressed, as it were, into opposition on this subject, called together great bodies for the purpose of education, formed schools on their own principles, and were thus organised in a manner which enabled them to bring considerable power to bear against any plan of education of which they did not approve. The education, however, which was carried on by these two societies, produced many schools in the country, and a great increase in the means of education. About 1831 or 1832, it was proposed for the first time by the government of Earl Grey that the state should aid the education of the poorer classes, and that the sum of £10,000 each should be given to the two societies for the purpose of promoting their operations. These propositions were agreed to, and the plan continued until the year 1839. The Treasury contributed the aid according to the rules which it was incumbent on them to adopt; namely, they gave the grants according to the sums vol-

untarily subscribed, and taking no note or regard of the kind of education to which they were applied. In 1839, Lord Melbourne's government proposed a change in that system. They proposed that a Committee of Council should be formed, which Committee of Council should take a more enlarged and more discriminating view of the business of education. Holding, as I then did, the office of Secretary of State for the Home Department, I wrote a letter to Lord Lansdowne, which letter, together with the answer, was laid before parliament as the groundwork of the proceedings then taken by the government. It was intimated in that letter, by command of Her Majesty, that it was the wish of the Queen, that the youth of the kingdom should be religiously brought up, and at the same time that the rights of conscience should be strictly regarded. Among other proposals for increasing the means of education, and furthering this object, it was proposed to found normal or training schools, and that persons of different religious persuasions should be educated in those schools, while at the same time the chaplain of the Church of England should instruct those belonging to that religion. This proposal excited considerable apprehension and alarm. After much opposition it was withdrawn, but the proposal to obtain the grant for distribution by the Committee of Council was persevered in, and was sunctioned by a narrow majority of the House of Commons. In the year 1846 a further step was taken, of considerable importance. That step was an endeavour to improve the quality of education. In stating in the year 1889 the views which the government took of the suject of education, I expressed an opinion that the main object to be kept in view was, to improve the character, knowledge, and condition of the schoolmaster—that as the schoolmaster was, so would be the school. The plan agreed to in 1846 was afterwards the foundation of grants proposed to this house. These had been carried into effect, and I do not know that since that time there has any great change taken place in the system. The house will, therefore, perceive that the education of the poorer classes was conducted mainly by the voluntary efforts of the great religious bodies which existed in this countey; that they have had assistance from the state partly to increase the quantity of education, but more particularly to refine its quality; but that the state has not materially interfered with the nature of the education given.

STATISTICS OF POPULAR EDUCATION IN ENGLAND.

Day-scholars in England and Wales, according to Lord Brougham's

Returns, 1818.

Scholar	s in New Schools
Ditto	in Ordinary Schools524,241
	Total 674 888

The next official returns of day-scholars were obtained by Lord Kerry's Committee in 1833; and they were divided as follows:—

Day-scholars in England and Wales, according to Lord Kerry's Returns, 1838.

	u	iic believia.	Bullolais.	ocnoiars.
Supported	by	Endowment	153,764	• •-
44	"	Subscription	178,517	• •
		Subscription and payments from scholars private schools,		544.498
Supported by Payments from Scholars782,449				

We have now just obtained the returns of the Census of 1851; and we may therefore compare the returns of 1818, 1833, and 1851, adding the population in the respective years, with the proportion of scholars to population:

Day-scholars in England and Wales, in 1818, 1833, and 1851, with the Population:

	Day-scholars.	Population.	Proportion of Day-scholars to Population.
In 1818	674,883	11,898,167	1 to 17
1838	1,276,947	14,417,110	1 to 11 <del>1</del>
1851	2,108,473	17,922,768	1 to 81

Increase of Population from 1818 to 1851, 57 per cent. Increase of Day Scholars from 1818 to 1851, 212 per cent.

Such are the official returns. But we have always expressed our opinion that the returns both for 1818 and 1838 were probably defective. It is not unlikely that even the returns for 1851 will not be perfect; but those for 1838 were no doubt less perfect, and those for 1818 would be still more defective.



Lord John Russell in the course of his speech, states,

The number of schools supported by the Church of England or what were called National Schools, was in 1847, 17,015; by the British and Foreign Society, 1,500; by the Wesleyans, 396; by the Congregationalist, 82; by the Roman Catholics, 525; and ragged schools, 270; making a total of 29,096. The number of scholars attending these schools were at that time as follows:—

National Schools	951,853
British and Foreign	225,000
Wesleyans	48,000
Congregationalists	7,000
Roman Catholics	
Ragged Schools	20.000

giving a total of 1,285,853. I will now state, so far as it can be ascertained, the income drawn from these schools. In 1847, the sum drawn by

The National Schools was	£807,021
British and Foreign	171,250
Wesleyans	27,357
Congregationalists	4,951
Roman Catholics	16,000
Ragged Schools	20,000

Giving a total income of....£1,046,579

In reckoning the sources of income, it has been calculated that there were derived from local endowments £16,537; local subscriptions, £866,828; local collections, £114.109; scholars' pence, £413,044; other sources, £83,076. With the exception of the Roman Catholic schools, there is no return of the number endowed by private individuals; and putting down £54.000 for that, as spread over all the others, we have then a total of £1,100,000. There is one item in this table of income, to which I think it worthy to call attention. It is the item put down as "scholars' pence"which was said to be upwards of £413,000. I have no doubt, that were a correct calculation made, it would be found that the item did not amount to less than £500,000, or half a million. That the working men-that the poorer classes of this country should contribute not less than half a million a year in order to obtain instruction for their children, is a circumstance of the most gratifying kind. I confess that induces me to think the steps we ought to take should be such as rather to strengthen and enforce that system, which has grown up chiefly out of the voluntary efforts of large bodies, than attempt to set up anything else in its place, which might fall far short in supplying the means of education with equal success.

### UNITED STATES.

### MONTHLY SUMMARY.

The New York Legislature on the 15th ult., passed a law to incorporate "the New York State Agricultural College." The farm and ground to consist of 300 acres. The plan of instruction to embrace practical, scientific, agriculture, chemistry, muthematics, mechanics, surveying, engineering, geology, botany, the practical management of the farm, dairy and live stock; "also such other branches of knowledge as may be deemed useful and proper."-School for the Chinese in their own language has been established at San Francisco.—The New York Legislature have passed a law to remove the educational anomaly which has existed in the city of New York for many years. It was enacted that, as soon as the necessary transfer can be made, the "Public School Society" shall be merged in the "Board of Education" for the city—thus consolidating into one, two bodies, who had long been possessed of co-ordinate and independent powers for the accomplishment of the same object, the one by authority of a charter, and the other by legislative enactment. - Buffalo paid for the support of Free Schools during the last year the sum of \$38,787,56. A liberal system of education is justly stated to be elevating, purifying and ennobling in its influences. --- Wisconsin with a sparse and immigrant population, has a school and university fund of \$850, 000, and an outlay for the instruction of her children, of \$120,000; 90,000 of her 120,000 children have attended school during the year.--Mr. Ingersoll. the United States Ambassador, at the dinner given him, 7th ult., at Manchester, said :-- "Our common schools are attended, so far as most of States go, by every child of a poor man that chooses to attend them; and an education sufficient for all the purposes of life is given, so that there are at this moment -there were, at least, two years ago, and of course there are rather more now-4,000,000 individuals going through a course of instruction in the United States, or about one-fifth of the inhabitants of the country. I speak

for my own particular place of residence, Philadelphia, when I say there are 50,000 poor individuals at this moment who are educated at these public schools, without cost to parents, most of them being unable to pay anything -Subscriptions to the amount of \$21,000, and scholarships to for them."the amount of \$21,000, have been raised for the North Alabama College, which is to be located at Huntsville, Alabama, a healthy and beautiful town. The charter granted last session by the Alabama Legislature requires that before active operations can be commenced, the subscriptions for the erection of the buildings, &c., shall reach \$30,000, and the scholarships for the endowment to the amount of \$60,000. --- We learn from the Western Christian Advocate that Mr. Sturges, of Zanesville, an Old School Presbyterian, has offered to furnish \$10,000, as a neuclus for a library for the Methodist College at Delaware, Ohio, on condition, that the Methodists of Ohio will raise \$15, 000, in cash before the first day of June next, to put up a building to contain -Miss Catherine E. Beecher has offered to endow a Female Seminary in Dubuque, Mo., with the sum of \$20,000, and also to furnish books and apparatus to the amount of \$1,000, provided the citizens of Dubuque will erect a building and guarantee a certain number of scholars. This proposition has been accepted, and a committee appointed to solicit donations.

The Free School Law of the State of New York has been declared to be unconstitutional, on the somewhat anti-republican ground of its having been submitted by the legislature to the people for their final vote of acceptance or rejection. This is the substance of a recent decision of the Supreme Court of the State of New York, as announced by Mr. Justice Pratt, one of the judges of that Court at Oswego. Judge Pratt states that the New York Legislature virtually expressed no opinion on the necessity or expediency of the Free School law of Murch 26th, 1849. They left that, which was their constitutional duty and prerogative, to the people, whose prerogative the constitution says it is not. "The question on the final passage of the bill was to be taken at the polls." The legislature evaded the responsibility of making the law. "No member voted for a free school law, but simply to confer on the people the power to pass or reject the bill." This they had no power or right to do. Judge Pratt stands upon the principle that while all the powers of government—executive, legislative and judicial—are derived from the people and must be exercised for their benefit, they are not and cannot be exercised directly by the people thomselves (except by creating endless confusion and disorder) but by their representatives, selected with reference to their fitness for each of the departments of government. This principle is regarded as primary and fundamental in all free countries. The two branches of the legislature will therefore have to re-enact the free school law upon their own responsibility—which they will doubtless do at their approaching session this month.

# Literary and Scientific Intelligence.

MONTHLY SUMMARY.

Macaulay has been elected Corresponding Member of the Academy of Sciences, in place of the late Dr. Lingard. --- His Majesty the Emperor of Austria has granted the golden medal for literary and artistic merits to Mr. Leone Levi for his work on the Commercial Law of the World, ---- At the second soirée given on Monday by Sir Roderick Murchison, as President of the Geographical Society, were displayed Mr. Arrowsmith's large map of Eastern Australia, about to be published, on which the gold fields and new discoveries are marked, with a separate map of the province of Victoria, accompanied by special plans of the Bendigo and Mount Alexander diggings, on a scale of two inches to a mile; large charts, showing the set of the different currents of the Pacific and Atlantic Oceans, and specially in relation to the two sides of the Isthmus of Central America, by Mr. Findlay; an original map of the Rio Negro, a tributary of the river Amazon, by Mr. Wallace; a beautiful map of Teneriffe, executed by the celebrated Leopold von Buch, together with many new publications. Captain Moore explained his newly-invented patent machine, called the "Spherical Great Circle Indicator," constructed for the use of navigators; and a statuette in bronze, by Raunch, of Humboldt, a portrait of Leopold von Buch, a new engraving of the arctic voyagers, and a separate engraving of Captain Penny, not yet finished, were exhibited.—Mr. Wm. Jerdan, late of the London Literary Gazette, has been placed on the literary pension list for £100 per annum .-Mrs. Richardson, widow of the distinguished traveller, has also received a pension. --- Sir Robt. Rich has been put forward by Mr. F. Ayerst, as the writer of the celebrated Junius Letters. The publication of the Grenville papers may throw some light on this nominis umbra. - The 11th Vol. of Grote's History of Greece has been published in England.—The freedom of the City of London has been conferred upon Dr. A. Layard; that of Edinburgh on the Earl of Carlisle (Lord Morpeth).—A project is on foot to connect London and Calcutta by Electric Telegraph —The health of the two most eminent writers in England and in France, Macaulay and Lamartine, is said to be irrecoverably gone.—It is owing to the exertions of Eliza Cook, the poetess, that £400 have been raised for the purpose of erecting a monument to Thomas Hood.—Jules Janin, called the lobster, "the cardinal of the seas." He never could have seen a lobster except on the table.—Jessi the celebrated Florentine engraver, is dead.—A comet is said to have been discovered at Harvard Observatory, on the 8th ult. by C. W. Tuttle. It is situated about 5 degrees south of the bright star Rigel.—The Hon. Jonathan Phillips has made the liberal donation of ten thousand dollars to the city of Boston, in aid of the public library.

#### SCIENTIFIC AND LITERARY PURSUITS IN UPPER CANADA.

(From an address before the Canadian Institute, by Capt. Lefroy, F.R.S.)

It is perhaps, too much to expect that there can be, at present, any considerable proportion of papers upon scientific subjects elicited from this Society. Not to dwell upon the fact that the production of such papers pre-supposes the existence of acquirements and of pursuits which we know to be the characteristics of a different state and stage of society from that existing in Upper Canada at present, and which it is our hope and aim to develope, rather than our pretension to embody, we labor under several special disadvantages. For instance, the simplicity and sameness, over great areas, of the geological formations of this peninsula,—their comparative poverty in fossils, the absence of mountain ranges,—the limited catalogue of its mineral productions; all undoubtedly combine to deprive that delightful study of many of its attractions, and to deprive societies like ours of an allurement and stimulus to individual exertions. The same physical peculiarity limits to a certain extent, I presume, as compared with other geological provinces of this continent,—the field of the naturalist and botanist, at least in some departments; from entomology and probably ornithology are exceptions. But we should be very wrong to infer from hence that there is nothing for the cultivators even of those branches of science to learn, nothing which they may contribute to the knowledge of the world. It was a keen eye in Mr. Hunt which detected in the course-grained silicious sandstones of the River Oualle, belonging to the Lower Silurian formation,those few, scattered, anomalous foreign substances,—the longest fragment about an inch and a half long, and one-fourth of an inch in diameter, whose chemical constitution, revealed by his skilful analysis, sustains a supposition which even geology, habituated as it is to have its landmarks carried further and further back into the bosom of the eternity behind us, seems almost too extravagant for belief. These bodies consist in great part of phosphate of lime; and everything about them, save only their startling antiquity, leads him to the belief,-shared also, there is reason to think, by geologists of great eminence, that they are the bones of vertebrate animals, and that certain nodules of similar constitution accompanying them, are coprolites: thus actually revealing not only the existence but the carnivorous character of the races of the animal kingdom which have been heretofore supposed to have had no existence on our globe until a much later period. I do not, however, allude to this discovery-on which Mr. Hunt observes becoming caution, and which the distinguished director of the geological survey has not, that I am aware of, supported as yet with his own authority, -as if it were established; but refer to it simply as a recent illustration, furnished by a Canadian geologist, of what close observation, prompted by a spirit of enquiry, and sustained by sound knowledge, may detect in an apparently unpromising field. Mr. Abraham's interesting discovery of crustaceous footprints in the argillaceous schist of Beauport, L. C., is another case in point. We might come much nearer home. How many of us have made our daily walks in this busy neighbourhood subservient to the same study? Study Paleontology, collect fossils at Toronto! I can imagine some one to say, as if the idea were preposterous; yet one of our members, has found a large proportion of those of the Hudson River group, figured in that magnificient work, the Paleontology of New York, -I believe some fifty or sixty at least, and some which are apparently undescribed there, no further from hence than the banks of the Humber Bay. At the late Provincial Fair, held in this city, was there not one thing exhibited, where we should have least expected to meet with it, which suggested to every one who saw it the happiness of a love for natural history, and the astonishing richness of the humblest section of that wide field? I allude to the curious collection of objects illustrating insect architecture, gathered by Mr. Couper, of this city,

which accompanied his entomological collection. And it needed but close observation and a love of nature to find the works of instinct, varied to meet a thousand needs, in which the humble yet Divine intelligence of the architect lived before us, where most of us, perhaps, have found only the pests of our gardens. I know that a military officer, recently in this garrison, who combined the naturalist with the sportsman, formed an extensive ornithological collection, while actually performing his duties here; and most of us have contemplated with interest and instruction the collection of birds, shot, I believe, entirely in this neighbourhood, which Mr. Doel has exhibited on various occasions. It cannot be said that there is not ample scope for pursuits of natural history even in this neighbourhood. It may require an Agassiz to detect in the Lepidosteus or gar-pike of our lakes, that remote reptilian character which distinguishes it from every known fish, and stamps it as the last and only representative of the gigantic race of fishlizards of the secondary epoch; but we need not such confirmation of the truth which probably no one will question, that our streams, our lakes, our woods, our fields, all, beyond a doubt,—present, in their inhabitants or their productions, a full proportion of those nice and narrow distinctions from similar objects clsewhere, which form the peculiar study of the naturlist, and are so often connected with the broadest and most important enquiries raised in the progress of science.

I see no reason why, in a few years a Canadian society should not rank with those of the highest character on this continent. Already have our great public works created a demand for the highest science of the engineer. Railroads, with their long train of applied arts and sciences; processes of manufactures, which science first divulged, and science alone can direct, are obeying the attraction of profit and naturalizing themselves on this new soil. With practical sources of support, and with five or six universities or colleges, including a very numerous professional body, it is surely something beyond a provincial standing to which a society in Upper Canada may ultimately aspire.

It is with great pleasure, Gentlemen, that I am permitted to announce that the Council has decided to offer two medals for competition in the session of 1853—4. One medal of the value of £10, for the best essay or paper on the Public Works of Canada, their commercial value and relations to a general system of American Public Works, their characteristics in an engineering point of view, cost and other particulars, to be illustrated by all necessary maps, plans, or drawings. And, one medal of the value of £10, for the best essay or paper upon the physical character, climate, soil and natural productions of Upper Canada, to be also illustrated by all necessary maps or diagrams.

ECLIPSES FOR 1853.—There will be two eclipses of the sun and one of the moon during 1853. The first eclipse of the sun will take place on the 6th of June, and will be visible in California, the southern portion of the United States, and in nearly the whole of South America. The second will be total, and will take place on the 30th November. It will be visible in California, Mexico, Central America, and nearly the whole of South America. Both of these eclipses will be invisible here. A partial eclipse of the moon will take place on the 21st of June, beginning at 10h. 28m. A. M., and endingat 2h.5 m. Digits eclipsed 2 1-2 on the northern limb.

THE LIBRARY OF CONGRESS.—The apartment will present a splendid appearance when completed. Alcoves will surround us on the floor; a range, uniform with these, but narrower, will form as it were, the second story, and a third will contain a series of shelves. The whole of this furnished is of cast iron, beautifully moulded; and above is the only cast iron roof of which we have any knowledge. The room will be fire proof, and will present at once a massive and beautiful appearance.—Would that all the precious old tomes could be here replaced, and the exquisite works of art that perished with them.

### METEOROLOGICAL INFORMATION WANTED.

SMITHSONIAN INSTITUTE, Washington, 1852.

The Smithsonian Institution is engaged in a series of investigations relative to the meteorology of North America, and is desirous of collecting all information bearing on this subject.

It is believed that there exists many records of observations extending back, in some cases, through a long period of years, the comparison and discussion of which would elicit much valuable information relative to the climate of this country, which would otherwise be liable to be lost. The undersigned would therefore earnestly request that copies of such journals, or the original records, be lent or presented to the Institution. In cases of

records which cannot be sent to the Institution, monthly or other mean results deduced from them are requested, with explanations of the manner in which the observations were made, the character of the instruments, &c.

Proper acknowledgement of all information derived from the records will, in every instance, be given, and the registers themselves will be carefully preserved and returned, if desired, to those from whom they were obtained.

When it is recollected that isolated observations are greatly enhanced in value, and made to yield new results by comparison with other observations · it is hoped that the request of the Institution will meet with favorable

DISCOVERY OF COVERDALE'S BIBLE.—A copy of the first complete edition of the Euglish Bible, printed by Miles Coverdale, bearing date 1435, was accidentally discovered a short time since, in the false bottom of an old oak chest, at Holkham Hall, Norfolk, the seat of the Earl of Leicester. There are numerous imperfect copies of this edition of the Holy Scriptures in existence, two being deposited in the library of the British Museum, one in the Bodelian Library at Oxford, one in the Cambridge University Library, and in fact most of the great libraries and public institutions in England, as well as many private individuals possess a volume. The copy now brought to light is the most valuable specimen of Miles Coverdale's labors hitherto known, being in every respect perfect, whereas all the other volumes enumerated are deficient of many leaves both at the beginning and at the end. The proprietor at Holkham has had the book appropriately bound, and enclosed in an oaken box, and it now graces the shelves of its magnificent library. A London bookseller is said to have offered \$500 for this biographical treasure.

THE PANTHEON.—The Pantheon, which has just been restored to the services of religion, was designed by J. G. Scufflot, in 1757, but the first stone of one of the pillars of the dome was not laid by Louis XV. until the 5th of Sept., 1764. The principal façade is imitated from the Pantheon at Rome. The church was dedicated to St. Généviève. The national assembly on the 4th of April, 1791, changed the destination of the building, by decreeing that it should become the burying place of Frenchmen illustrious by talent, virtue or public services. All the signs which characterize a religious edifice were in consequence removed and replaced by symbols of liberty and the republic, and the inscription in bronze letters was placed on the front, " Aux Grands Hommes la Patrie reconnaisante." The honors of the Pantheon were awarded to Mirabeau, who died on the 2nd of April, 1791. By decrees of the 14th of July and the 16th of October of that year the same honors were conferred on Voltaire and Rousseau. In virtue of a decree of the 21st of September, 1793, the body of Marat was transferred to the Pantheon, and that of Mirabeau was withdrawn. But after the affair of the 9th Thermidor, an. II, (July 27,1794,) the remains of Marat were taken from the Pantheon and thrown into the common sewer of Montmartre. The national convention on the 20th Pluviose, an. III. (Feb. 2nd, 1795,) declared that the honours of the Pantheon could only be accorded to a citizen ten years after his death. Napoleon by decree of the 20th of February, 1808, enacted that the Pantheon should be restored to public worship, but still retain the destination fixed by the national assembly. The inscription, however, "Aux Grands Hommes la Patrie reconnaisante," was only re-established after the accession of King Louis Philippe. Under his Majesty considerable works were undertaken, and at this moment the monument is entirely finished, with the exception of placing bronze doors in the nave. The cost of the The cost of the edifice altogether has exceeded 25,000,000f.

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Toronto, April, 1853.

### MAPS OF CANADA AND BRITISH NORTH AMERICA, GLOBES, &c. &c.

POR SALE at the Depository in connection with the Education Office, Toronto. Maps of UPPER and LOWER CANADA, NOVA SCOTIA, NEW BRUNSWICK, &c., with the new County Divisions of Upper and Lower Canada, &c. First Series, 22 by 28 inches (partly outline, lithographed), -

0 10 Second do. (much fuller, and lithographed), Smith's Map of Upper Canada, 18 by 24 inches (very full, engraved 0 К 0

2 10 0 5 0 5 5 Holbrook's Apparatus, per box (with improvements),-0 10 Box of Geological Specimens (30),

# PROFESSOR SULLIVAN'S SCHOOL-BOOKS.

PROFESSOR SULLIVAN, of the Irish Education Board, begs to inform the BOOKSELLORS and HEADS OF EDUCATIONAL ESTABLISH-MENTS in British America, that he has made arrangements by which Mr. Darling of Montreal, who will be enabled to supply them with the NEW and IMPROVED Editions of his School-Books, on the same terms as the Messrs.

Longman supply them to the Trade in England. The following are the titles, and letter editions of those books with the reference of their area and to and latest editions of those books, with the prices at which they are sold to the public in Great Britain and Ireland:-

Geography Generalized, 16th Edition.
 Introduction to Geography and History.
 Price 2s. sterling.
 Oth Edition.
 Price 1s. ster.

- Introduction to Geography and History. 20th Edition. Price 1s. ster. The Spelling-Book Superseded. 27th Edition. Price 1s. 4d. sterling.
- An Attempt to Simplify English Grammar. 16th Edition. Price 1s. ster. 5. The Dictionary of Derivations. 6th Edition. Price 2s. sterling.
- A Dictionary of the English Language. Price 3s. 6d. sterling.
- The Literary Class-Book, or Readings in English Literature. Price 2s. 6d. sterling.

Irish Education Office, Dublin, April 1853.

### VENTILATION.

TO SCHOOL TRUSTEES AND SCHOOL TEACHERS, AND TO THE PARENTS OF SCHOOL CHILDREN THROUGHOUT THE PRO-VINCE.

IN order to disseminate as early and as widely as possible the advantages to the Health of the Teachers and Children, certain to result from the VENTILATION of SCHOOL HOUSES, the Subscriber thinks it necessary to refer you to two Extracts only—taken from a large number which have been sent him, and published—referring to the VENTILATION of DWEL-LING as well as SCHOOL HOUSES.

Extract of a Letter from Robert Newbery, Esq., Teacher of School No. 3, Belleville, and dated 17th March, 1853:

"Having tested your Ventilating Apparatus in my School-rooms during the past winter, I cannot but recommend it as being the best boon ever conferred upon society, especially for School-rooms, where, I believe, most diseases which affect us in after life are engendered. There is now an expression of health and cheerfulness among my pupils never before witnessed. As regards warming, I consider it to be a saving in fuel, consuming no more than half a cord of wood in both stoves per week during the coldest weather. The room is in size 60 × 35 feet, and 14 feet between joists, and is warmed equally throughout; this I attribute to the exhaustion of the warmed and outgoing air under the floor and scholars' feet."

Extract from a Report of the Board of School Trustees for Belleville, dated 18th April, 1853:

"The Heating and Ventilating process invented by Mr. Ruttan, of Cobourg, has been introduced in the School-house (No. 3) in Sampson ward, and has already been found to be so well adapted towards the comfort, and so promotive of the health of the scholars, and at the same time is so economizing in the consumption of fuel, that the Board intend to apply it to the other buildings, which have been prepared for the purpose. They (the other buildings, which have been prepared for the purpose. They (the Trustees (avail themselves with pleasure of this opportunity publicly to acknowledge the laudable zeal of the inventor, and the great utility of his invention."

The Subscriber can only further say that if the Trustees of any School Section will furnish him with a rough sketch of the Building they design to erect, he will, with much pleasure, furnish them with ample instructions and drawings necessary to combine the Ventilating process; he has further to state that Messrs. J. R. Armstrong and Company, Ironfounders, Toronto, will furnish the Ventilating stoves, &c.

H. RUTTAN.

Cobourg, 29th April, 1853.

ADVERTISEMENTS inserted in the Journal of Education for one halfpenny per word, which may be remitted in postage stamps, or otherwise.

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### AN ACT

SUPPLEMENTARY TO THE COMMON SCHOOL ACT FOR UPPER CANADA. Anno Sexto-Decimo, Victoria Regina, caput CLXXXV.

[14th June, 1853.] WHEREAS it is expedient to make some fur-Preamble. ther provision for the improvement of Common Schools in Upper Canada, and to modify and extend some of the provisions of the Act passed in the session held in the thirteenth and fourteenth years of Her Majesty's Reign, chap-13 and 14 Victoria, ch. 48, cited. tered forty-eight, and intituled, An Act for the better Title of. 

Costablishment and maintenance of Common Schools in Upper Canada, hereinafter called "the Upper Canada School Act of 1850:" Be it therefore enacted by the Queen's Most Excellent Majesty, by and with the advice and consent of the Legislative Council and of the Legislative Assembly of the Province of Canada, constituted and assembled by virtue of and under the authority of an Act passed in the Parliament of the United Kingdom of Great Britain and Ireland, and intituled, An Act to re-unite the Provinces of Upper and Lower Canada, and for the Government of Canada, and it is hereby enacted by the authority of the same, That the Board of School Trustees in each City, Town and incorporated Village, shall, in addi-

Power of City, Town, and Vil-lage trustees ex-tended. tion to the powers with which they are now legally invested, possess and exercise, as far as they shall judge expedient, in regard to each such City, Town

and incorporated Village, all the powers with which the Trustees of each School Section are or may be invested by law in regard to

each such School Section: Provided always, that the Chairman of each such Board of School Trustees shall be elected by the Trustees from their own number, and shall have a right to vote at all times, and in case of an equality of votes, the maxim præsumitur pro negante [it is decided in the negative] shall prevail.

II. And be it enacted, that in any Village or Town not divided into Wards in Upper Canada, which shall become incorporated according to Law, an Election of a Board of School Trustees for such Village or Town shall take place at the time specified in the second section of the said Upper Canada School Act of 1850; Provided always, that the first Election of such Board of School Trustees shall be called by the Returning Officer appointed to hold the first Municipal Election in such Village or Town, or in case of his neglecting to do so for one month, by any two Freeholders in such Village or Town, on giving six days' notice in at least three public places in such Village or Town; Provided, also, that all Elections of School Trustees that have taken place in Villages and Towns not

divided into Wards, which have been incorporated since one thousand eight hundred and fifty, shall be and are hereby confirmed, and the acts of Boards of School Trustees so elected in such Villages and Towns, are hereby made as valid as if such Boards had been elected for Villages and Towns incorporated before one thousand eight hundred and fifty; Provided likewise, that in the words "two years" which occur in the second proviso of the twentyfifth section of the said Act,† the word "three"

shall be substituted for the word "two," and the said proviso shall be held to have and to have had effect as if the word "three" had been originally inserted therein instead of the word "two;" Provided, nevertheless, that the twenty-fifth and twenty-sixth sections of the said Act shall be construed to apply to all such Boards of School

Trustees.

III. And be it enacted, That in case an objection Declaration to be be made to the right of any person to vote at an Election of a School Trustee or Trustees in any City, Town, or Incorporated Village, or upon any other subject connected with School purposes, the Returning Officer pre-

siding at such Election shall require the person whose right of voting is thus objected to, to make the following declaration:-"I do declare and affirm that I have been rated

"on the Assessment-Roll of this City (Town or "Village, as the case may be) as a Freeholder (or Householder, as

\* See pamphlet edition of the School Act, 1850, page 21; also 14 and 15 Victoria, chapter 111. † Ibid, page 27.

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Election, Second Wednesday in January.

First Election to be called by Mu-nicipal Returning Officer.

Proviso—Former Election con-

School Act, 1850, error in Proviso 2 of Sec. 26 cor-rected.

" the case may be), and that I have prid a public School tax in "this Ward, (or Village, as the case many be), within the last "twelve months, and that I am legally qualified to vote at this " Election."

And the person making such declaration shall be permitted to vote:

tor faise declara-

Provided always, that any person who shall, on the complaint of any person, be convicted of wilfully making a false declaration of his right to vote, shall be

deemed guilty of misdemeanor, and puni-hable by fine and imprisonment in the manner provided for similar cases in the seventh section of the said Upper Canada School Act of 1850.

#### SEPARATE SCHOOLS.

Persons sending eliktren to or subscribing a cer-tain amount to separate schools to be exempted School rates.

IV. And be it enacted, I hat in all Cities, Towns and incorporated Villages and School Sections, in which separate Schools do or shall exist according to the provisions of the Common School Acts of Upper Canada, persons of the religious persuasion of each such separate School, sending children to it,

or supporting such School by subscribing thereto annually an amount equal to the sum which each such person would be liable to pay (if such separate School did not exist) on any assessment to obtain the annual Common School grant for each such City, I own, incorporated Village or Township, shall be exempted from the payment of all Rates imposed for the support of the common public Schools of each such City, I own, incorporated Village or School Section, and of all Rates imposed for the purpose of obtaining the Legislative Common School Grant for such ( ity, Town, incorporated \ illage or Township; and each such separate School shall share in such

Separate Pohools

Legislative Common School Grant only (and not in any School money raised by Local Municipal Assessment) according to the average attendance of pupils attending each such separate School, (the mean at-

tendance of pupils for winter and summer being taken) as compared with the whole average attendance of pupils attending the Common Schools in each such City, Town, incorporated Village or Township; and a certificate of qualification signed by the majority of the Trustees of such separate School shall be sufficient for any 1 eacher of such School; Provided always, firstly, that the exemption from

1st Proviso-Exemptions from the payment of C. School Rates. Conditional Exthe payment of such School Rates, as herein provided, shall not extend beyond the period of such persons sending children to or subscribing as aforesaid for the support of such separate school; nor shall such exemption extend to School rates or taxes imposed

or to be imposed to pay for School-houses, the erection of which was undertaken or entered into before the establishment of such

2d Proviso—Re-turns from Sepa-rate Schools to local Superinten-dent. Names of supporters names of children - mount subseparate School; Provided secondly, that the Trustees of each such separate School shall, on or before the thirtieth day of June, and thirty-first day of December of each year, transmit to the local Superintendent, a correct return of the names of all persons of the religious persuasion of such separate School, who shall have sent children to or subscribed

as aforesaid for the support of such separate School during the six months previous, and the names of the children sent, and amounts subscribed by them respectively, together with the average attendof pupils in such separate School during such period; And the

Local Superin-tendent to make return to Clerk of Municipality.

Superintendent shall forthwith make a return to the Clerk of the Aunicipality and to the Trustees of the School Section or Aunicipality in which such separate School is established, stating the names of

all the persons who, being members of the same religious denomination, contribute or send children to such separate school, and the Clerk shall not include in the Collector's Roll for the

Clerk shall not general or other School Rate, and the Trustees or Board of Trustees shall not include in their include the sup-porters of separ-ate Schools in School Rolls, except for any rate for the build-Collector's Roll. ing of School-houses undertaken befole the estan-

lishing of such separate School as herein mentioned, the name of any such person as appears upon such return then last received from the sail Superintendent: And the Clerk or other Officer

of the Municipality within which such separate School is established, having possession of the Assessor's or Collector's Roll of the said Aunicipality, is hereby required to allow any one of the said Trustees, or their authorize i Col-Access to Roll allowed. lector, to make a copy of such Roll as far as it shall relate to their School Section; Provided thirdly, that the provisions of the thirteenth section of the said Upper Canala 3rd Proviso, school Act of 1850, shall apply to the a rustees an I Teachers of separate Schools, the same as to I'rusamply to scharate tees and Teachers of other Common Schools: Schools. Provided fourthly, that the Trustees of each such separate School shall be a corporation and shall have the same power to impose, levy and collect School Rates or sub-Titisters of sescriptions upon and from persons sending children parate Schools to be a corporation. to or subscribing towards the support of such sepa-Their power to rate School, as the Trustees of a School Section have to impose, levy and collect School Rates or subscriptions from persons having property in such Section or sen !ing children to or subscribing towards the support of the Common School of such section : I rovided fithly, that the 5th Proviso. foregoing provisions in this clause shall take effect To have effect from Jan., 1351. from the first day of Janua, y, one thousand eight

hundred and fifty-three, and shall extend to the separate Schools established or intended to be established under the provisions of the Upper Canada Common School Acts: Provided 6th Proviso, sixthly, that no person belonging to the religious Supporters of acpersulsion of such separate School, and sending a parate Schools not permitted to vote for Common child or children thereto or subscribing towards the School Trustees. support thereof, shall be allowed to vote at the Election of any Trustee for a public Common School in the City,

I own, incorporated Village or School Section within the limits of which such separate School shall be situate.

### COMMON SCHOOL TRUSTEES.

V. And be it enacted, That the Trustees of each School Section shall, on or before the thirtieth day of June, and the thirty-first day of December in each year, transmit to the local Superintendent, a correct return of the average attendance of pupil in the School or Schools under their charge duling the six months then immediately preceding; nor shall any School Section be entitled to the apportionment from the School Fund for the said six months. the Trustees and l'eacher of which shall neglect to transmit a verified statement of such average attendance of pupils in their School or Schools; Provided always, that nothing berein contained shall be construed to repeal the provisions of the thirty-first section of the sail Upper Canada School Act of 1850 ‡

Trustees of Com. Schools to trans-mit haif-, early felurus of aver-

Penalty for omis-

VI. And be it enacted, That the Trustees of each School Section shall have the same authority to assess and collect School

Rates for the purpose of purchasing School sites an I the erection of School Houses, as they are now or mry be invested with by law to assess and collect Rates for other School purposes: Provided always, that they shall take no steps for procuring a School site on which to erect a new chool House, or changing the site of a School House established, or

C. School Trus. tees may usee as for all 4 and Scino .-...uses.

Must call a Spe-cial Meeting therefor,

that may be hereafter established, without calling a Special Meeting of the Freeholders and Householders of their Section to consider the mutter; and it a mujo i you such Freeholders and Househollers present at such Mee ing, differ from a majority of the Trustees as to the site of a School House, the quistion shall be disposed of in the manner prescribed by the eleventh section of the sul Upper Canala School Act of 1850: Provided that such Trustees shall, whenever they impose any rate for School purposes, make a return to the Cleak of the annuicipality of the amount of the rate so imposed by them.

<sup>\*</sup> See Pamphlet Edition, School Act, 185 , p 9. † See pamphlet edition of the School Act, 1850, page 21; also 14 and 15 Victoria, chapter 111.

<sup>\*</sup> S.e pa uphlet edition School Act, 1850, page 16.

<sup>†</sup> Ioid, page 12 and 13, 18th clause of the 12th section.

<sup>‡</sup> See pamphlet edition of the Act of 1850, pp. 31-25.

I loid, page 10.

Register and Visito at Book to he provided by

VII. And be it enacted, That the Trustees of each School Section shall see that each School under their charge is, at all times, duly provided with a Register and Visitor's Book, in the form prepared according to law.

Umen of Commar Schools.

VIII. And be it en cted, That the Trustees of each School Section shall have authority to take such steps as they may judge expedient to unite

their School with any public Grammar School, which shall be situate within or adjacent to the limits of their School Section.

Personal respon-such y of trus-tees in case of neglect of duty.

IX. And be it enacted, That the Trustees of each School Section, shall be personally responsible for the amount of any School moneys which shall be forfeited and lost to such School Section during the period of their continuance in office, in consequence of their neglect of duty; and the amount thus forfeited or lost shall be collected and applied in the manner provided by the ninth section of the said Upper Canada School Act of 1850, for the collection and application of the fines imposed by the said section.\*

X. And be it enacted, That the Trustees of each Trust es for de-laying their Au-nual Report. School section shall each personally forfeit the sum of One Pound Five Shillings for each and every week that they shall neglect, after the thirty-liest day of January in each year, to prepare and forward to their local Superintendent of Schools, their School Report, as required by law, for the year en ling the thirty-first of December immediately preceding; and which sum or sums thus forfeited, shall be such for by such local Superintendent, and collected and applied in the manner provided by the ninth section of the said Upper Canada School Act of 1850.

Agreements with teachers not Valid in certain

XI. And be it enacted, That no agreement between Trustees and a Teacher in any School Section, made between the first of October and the

second Wednesday in January, shall be valid or binding on either party after the secon I We laes lay in January then next, unless such agreement shall have been signed by the two Trustees of such School Section, whose period of office shall extend to one year beyon I the second Wednesday of January, after the signing of such agreement.+

Lidi'ity of perrous sending children from other sections
than the one in
which they resule; how regulated.

Such attend-nace, how re-parted.

Exception in

XII. And be it enacted, That any person residing in one School Section, and sending a child or children to the School of a neighboring School Section, shall nevertheless be liable for payment of all rates assessed for the School purposes of the Section in which he resides, the same as it be sent his child or children to the School of such Section; and such child or children shall not be returned as attending any other than the School of the Section in which the parents or guardians of such child or children reside; but this clause shall not be held to apply to persons sending children to or supporting

separate schools, or to prevent any person who may be taxed for Common School purposes on property situate in a different School Section from that in which he resides, from sending his children to the School of the Section in which such property may be situate, on as favorable terms as if he resided in such Section.

\* See pamphlet edition of the Act of 1850, page 10.

XIII. And be it enacted, That no rate shall be imposed upon the inhabitants of any School Section according to the whole number of children, or to the number of children of legil school age, residing in such section; but all the School expenses of such section shall be provided for by any or all of the three authorized methods of voluntary subscription, rate-bill for each pupil attenling the School, or by rate upon property: Provided always, that no ratebill stall be unposed exceeding One Shifting and Thre: Pence per month for each pupil attending the School.

No rate per cu-pits shall be non-posed upon chil-dren.

How school ex-peases shall be provided.

No rate-bill s'util exceed in 31 per monta.

### LOCAL SUPERINTENDENTS.

Local Supts. XIV. And be it enteted, That any person who continue in office tili April or has been or may be appointed Local Superintendent longer. of Schools, shall continue in office (unless he resigns or is removed from office for neglect of duty, improper conduct, or incompetency) until the first day of April of the year following that of his appointment: Provided always, that no 14 Proviso Shall Local Superinten lent shill be a Teacher or Trustee not be a l'eacher or l'rustee. of any Common School during the period of his Powers and oblibeing in office: Provided, secondly, that no Local Superintendent shall be required unless he shall 2d Provisojuting to Visits. judge it expedient (except with a view to the adjustinent of disputes), or unless directed to do so by the Municipality appointing him, to make more than two official visits to each School Section under his charge, one of which visits shall be made some time between the first of April and the first of October, and the other sometime between the first of October and the first of April: Provided, thirdly, that the Local Superintendents of adjoining Townships shall have authority and are hereby required to determine the

3d Proviso—Ap-portion near to Union Schools.

sum or sums which shall be payable from the School apportionment and assessment of each Township in support of Schools of Union School Sections consisting of portions of such Townships; and they shall also determine the manner in which such

sum or sums shall be pail: Provided, fourthly, that 4th Proviso.

5th Proviso-Spe cual School Sec-tion Meetings.

6th Proviso-In-

in the event of one person being Local Superintendent of both of the Townships concerned, he shall act in behalf of such Townships; and in the event of the Local Superinten lents of l'ownships thus concerned not being able to agree as to the sum or sums to be paid to each such l'ownship, the matter shall be referred

to the Warden of the County or Union of Counties for final decision: Provided, fithly, that each Local Superinten lent of Schools shall have authority to appoint the time and place of a Special School Section Meeting, at any time and for any lawful purpose, should be deem it expedient to do so: Provided, sixthly, that each Local Superintendent of Schools shall have authority, within twenty days after any

meeting for the Election of Common School Section Trustoes within the limits of his charge, to receive and investigate any complaint respecting the mode of conducting such Election, and to confirm it or set it aside, and appoint the time and place of a new Election, as he shall judge right and proper: 7th Proviso-Special and limited certificates to Teachers.

Provided, seventhly, that each Local Superintendent shall have authority, on due examination (according to the programme authorized by law for the ex-

amination of Teachers), to give any candidate a certificate of qualification to teach a School within the limits of the charge of such Local Superintendent, until the next ensuing meeting (and no longer) of the County Board of Public Instruction of which such Local Superintendent is a Member; but no such certificate of qualification shall be given a second time, or shall be valid, if given a second time to the same person in

the same County: Provided, eighthly, that in the event of a Local Superintendent of Schools resigning his office, the Warden of the County or Union

Warden may fill vucancy in o.fl.s

of Counties within such Superintendent shall have held office, shall have authority, if he shall deem it expedient, to appoint a fit and proper person to the office thus vacated until the next ensuing meeting of the Council of such County or Union of Counties.

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<sup>†</sup> A lagreements between trustees and a teacher must be signed by it least two of the tru t es, and the teacher; and must have the corporate sea! of the section attached to it otherwise the trances may be made pe somally responsible for the fallibnent of their agreement, should they be sued by the te ioner. It should also be entered in the trustees book, and a copy of it given to the teacher. The trustees being a corporation, their agreement with their teacher is bin hag on their successors in office, if made in accordands with the foregoing section; and should they refuse or wilfully neglect to exercise the corporate powers vested on them, they would be personally liable for the amount due a teacher—see sixteenth clause of the twelfth section of the School Act of 185). As to the mole of settling disputes betwee i trustees and a teacher, so: the seventeenth section of the Act of 1850, (pumphlet edition, page 18), in somestion with the fitteenth section of this

<sup>·</sup> See pamphlet edition of the Act of 1850, pp. 191-192.

### MISCELLANEOUS.

Last Previso of 17th section of C. School Act of 1850 repealed.

XV. And be it enacted, That the last proviso of the seventeenth Section of the Upper Canada School Act of 1850, shall be and is hereby repealed; And

be it also enacted, I hat the Arbitrators mentioned in the said seventeenth Section of the said Act, shall have authority to administer

Arbitrators be-tween Teachers and Trusters in-ve-ted with full powers to decide

oaths to and to require the attendance of all or any of the parties interested in the said reference, and of their witnesses, with all such books, papers and writings as such Arbitrators may require them or either of them to produce; and the said Arbitrators,

or any two of them, may issue their warrant to any person to be named therein, to enforce the collection of any sum or sums of money by them awarded to be paid, and the person named in such warrant shall have the same power and authority to enforce the collection of the money or moneys mentioned in the said warrant, with all reasonable costs, by seizure and sale of the property of the party or corporation against whom the same is rendered, as any Bailiff of a Livision Court has in enforcing a judgment and execution issued out of such Court; and no action shall be brought in any Court of Law or Equity, to enforce any claim or demand which by the said seventeenth Section of the said in part recited Act, may be referred to arbitration as therein mentioned.

XVI. And be it enacted, That whenever the lands or property of any individual or company shall be situate within the limits of two

separarely assess property within the limits of School Sections.

Proviso.

or more School Sections, it shall be the duty of each Assessor appointed by any Municipality, to assess and return on his Roll, separately, the parts of such lands or property according to the divisions of the School Sections within the limits of which such lands or property may be situate: I'rovided always, that

every undivided occupied lot or part of a lot shall only be liable to be assessed for School purposes in the School Section where the occupant resides.

Township Councils shall not col-lect more than one School rate per year except for sites and

XVII. And be it enacted, That no Township Council shall have authority to levy and collect in any School Section during any one year, more than one School Section rate, except for the purchase of a School site or the erection of a School House;

nor shall any such Council have authority to give effect to the ninth clause of the twelfth section of the Upper Canada School Act of 1850,+ for the levying and collection of rates for School purposes of any School Section in any one year, unless the Trustees of such

Application from trustees for rates shall be made before August.

Proviso in regard to Union Sections

School Section make application to the Council at or before its meeting in August of such year: Provided also, that each such Township Council shall have authority, under the restrictions imposed by law in regard to the alteration of School Sections, to form such part of any Union School Section as

is situated within the limits of its jurisdiction, into a distinct School Section, or attach it to one or more existing School Sections or parts of Sections, as such Council shall judge expedient ‡

XVIII. And be it enacted, That for and notwithstanding anything contained in the Upper Canada School Act of 1850, | the Chief Superintendent of Schools shall have authority to direct the

Chief Supt. may direct the distri-hutton of the C. S. Fund accord-ing to length of time a School is kept open.

distribution of the Common School Fund of any Town-hip, among the several School Sections and parts of Sections entitled to share in the said Fund, according to the length of time in each year, during which a School shall have been kept open by a legally qualified Teacher in each of such Sections or parts of Sections.

Penalty for disturbing any Pub-

XIX. And be it enacted, That if any person shall wilfully disturb, interrupt or disquiet any Common or other Public School, by rude or indecent

behaviour, or by making a noise either within the place where such School is kept or held, or so near thereto as to disturb the order or exercises of such School, such person shall, on conviction thereof before any Justice of the Peace, on the oath of one or more credible witnesses, forfeit and pay such a sum of money not exceeding Five Pounds, together with the costs

of and attending the conviction, as the said Justice shall think fit; such conviction and all other convictions before a Justice or Justices of the Peace under this Act or the Upper Authority of J. P. Canada School Act of 1850, and the costs thereof,

under the Comto be levied and collected from the offender, who, in default of payment, may be imprisoned for any time not exceeding thirty days, unless such fine and costs, and the reasonable expenses

of endeavoring to collect the same, shall be sooner paid.

XX. And be it further enacted, That the Certificates of Qualification which have beretofore been granted to Teachers of Common Schools by any County or Circuit Board of Public Instruction in Upper Canada, or at any meeting of any Members not less than three of the Members of such Boards, and which have not been cancelled, shall at all times be considered as duly and legally granted, notwithstanding any want of notice to the several Members of the

Validity of Certificates granted to Teachers under certain circomstant es re-eoguzed and proceedings of Board of Public Instruction con-

Recital.

Power of C. S.

Trustees to appoint one of themselves Col-

said Board, of the times and places of meeting for the purpose of granting such certificates, and notwithstanding any other want of form in the organizing or conducting of the business of any such County or Circuit Board; and any certificate purporting to be granted by any such Board, or any three Members thereof, and having the signature of at least one Local Superintendent of Schools, shall be considered a good an ! valid certificate of qualification, according to the effect thereof, until the same shall be annulled.

XXI. And whereas doubts have arisen whether the Trustees of any School Section, or the Board of School Trustees ol any City, Town or Village, can appoint any one or more of their own number, Collector or Collectors of School rates; For the removal thereof, Be it enacted, That it shall and may be lawful for the Trustees of any School Section, or the Board of

School Trustees in any City, Town or incorporated Village, to appoint one or more of their number a Collector or Collectors to collect the School rates of any such Section, City, Town or Village.

XXII. And be it enacted, That if the Collector appointed by the Trustees of any School Section, shall have been Provision for unable to collect that portion of any School rate which was charged on any parcel of land liable to assessment, by reason of there being no person resident thereon, or no goods and chattels to distrain, the Trustees shall make a return to the Clerk of the Municipality before the end of the then current year, of all such parcels of land and the uncollected rates thereon; and the Clerk shall make a return to the County Treasurer of all such lands and the arrears of School rates thereon, and such arrears shall be collected and accounted for by such Treasurer in the same manner as the arrears of other taxes; and the Township, Village, Town or City in which such School Section is situate, shall make up the deficiency arising from the uncollected rate on lands liable to assessment, out of the General Funds of the Municipality.

XXIII. And be it enacted, That whatever additional sum or sums of money may be payable to Upper Canada out of the Legislative School Grant, or may be granted during the present session of this Parliament for Common School purposes in Upper Canada,

not more than Five Hundred Pounds of the said sum may be ex-

shall be expended in the following manner: Firstly, a sum of not less than Four Thousand Pounds shall be apportioned and expended for the support of Common Schools, as provided in the thirty-lifth Section of the Upper Canada School Act of 1850; Provided always, that

pended in special aid of Common Schools in new and poor Townships; Secondly, a sum not exceeding One Thousand Pounds per annum shall be expended in further support of the Normal and Model Schools for Upper Canada, and in supplying a copy of the Journal of Education to each School Corporation

and each Local Superintendent of Schools in Upper

£1000 per annum additional in aid of Normal chook & supplying the Journal of Edu-cation to each School Corp.,&c.

£1000 per annum

additional to be apportioned to C. Schools in U. C.

<sup>\*</sup> See 2nd clause of the School Act of 1850, pamphlet edition, page 11: and 8th clause of the 24th Section, page 25.



<sup>\*</sup> See pamphlet edition of the Act of 1850, page 18.

<sup>†</sup> Ibid, page 18. Ibid, page 21. Ibid, page 32, Ist clause, 31st section.

Canada: Provided always, that not more than Four Hundred and Fifty Pounds of the said sum shall be expended in the circulation of the Journal of Education; and

£500 per annum appropriated to a Canadian Muse-

the balance of such sum shall be expended as provided for in the thirty-eighth Section of the Upper Canada School Act of 1850; Thirdly, a sum not exceeding Five Hundred Pounds per annum may be expended by the Chief Superintendent of Schools in the purchase, from time to time, of

Books, Publications. Specimens, Models and Objects, suitable for a Canadian Library and Museum, to be kept in the Normal School Buildings, and to consist of Books, Publications, and Objects, relating to Education and other departments of Science and Literature, and Specimens, Models, and Objects illustrating the Physical Resources and Artificial Productions of Canada, especially in reference

£500 per annum towards forming a fund for super-annuated C. S.

to Mineralogy, Zoology, Agriculture, and Manufactures; Fourthly, a sum not exceeding Five Hundred Pounds per annum, shall be applied towards forming a fund for the support of superannuated or worn-out

Common School Teachers in Upper Canada, under such regulations as may be adopted, from time to time, by the Council of Public Instruction, and approved of by the Governor in

Council: Provided always, that no Teacher shall be entitled to share in the said fund who shall not contribute to such fund at least at the rate of One Pound per annum, for the period of his teaching School, or receiving aid from such fund, and who shall not furnish satisfactory proof to the Council of Public In-

Proviso-An allowancetoworn out teachers.

struction, of inab lity, from age or loss of health in teaching to pursue that profession any longer: Provided also, that no allowance to any superannuated or worn-out Teacher shall exceed the rate of One

Pound Ten Shillings for each year that such Teacher shall have taught a Common School in Upper Canada.

Recital-Chief Supt. may appeal from decisions of Division Courts in Senool matters to the superior courts of common law at Toronto.

XXIV. And whereas it is highly desirable that uniformity of decision should exist in cases that may arise triable in the Division Courts, against and between Superintendents, Trustees, Teachers and others acting underthe provisions of the Common School

Acts of Upper Canada—Be it therefore enacted, That the Chief Superintendent of Schools for Upper Canada, may, within one month after the rendering of any Judgment, in any of the said Courts, in any case arising as aforesaid, appeal from the decision of any Judge of the said Courts to either of the Superior Courts of Law, at Toronto, by serving notice, in writing, of such his intention to do so, upon the Clerk of such Division Court, which Appeal shall be entitled, "The Chief Superintendent of Schools for Upper Canada, Appellant, in the matter between (A. B. and C. D.);" and it shall be the duty of the Judge of the said Court, to certify under his hand, to either of the Superior Courts aforesaid, as the case may Mide of proceed. be, the summons and statement of claim and other proceedings in the case, together with the evidence and his own Judgment thereon, and all objections made thereto; whereupon the same matter shall be set down for argument at the

next term of such Superior Court, which Court shall give such Order or direction to the Court below, touching the Judgment to be given in such matter, as the law of the land and equity shall require, and shall also award costs in their discretion, against the Appellant, which costs shall be certified to and form part of the Judgment of the Court below; and upon receipt of such Order, direction, and certificate, the Judge of the Division Court shall

Proviso-Costs to be paid by Education Office, Upper Canada.

Division Court proceedingsto be stayed in case of

forthwith proceed in accordance therewith; Provided that all costs awarded against the Appellant, and all costs incurred by him, shall be payable by the Chief Superintendent, and the amount chargeable to the Contingencies of his Office: And the Judge presiding over any Division Court wherein any action of the kind referred to in this section is

brought, may order the entering of judgment to be delayed for a sufficient time to permit either party to apply to the Chief Superintendent of Schools to appeal such case, and after Notice of Appeal is served as herein provided, no further proceedings shall be had in such case until the matter of the Appeal shall be decided by such Superior Court.

XXV. And be it enacted, That it shall be the duty of the Clerk of each Township Municipality to prepare in duplicate a Map of the Township, showing the divisions of the Township into School Sections and parts of Union School Sections, one copy of which shall be furnished to the County Clerk for the use of the County Council, and the other shall be retained in the Township Clerk's Office, for the use of the Township Municipality.

Township clorks to prepare Map of township in duplicate, showing the Sch. Sections & Unions.

Where deposited

XXVI. And be it enacted, That such of the provisions of the Upper Canada School Act of 1850, as are contrary to the provisions of this Act, shall be and are hereby repealed.

Inconsistent counciments to be repealed.

This Act to apply to 1d53. XXVII. And he it enacted, That the provisions of this Act shall apply to all School affairs and to all persons referred to in the said provisions, for the present year one thousand eight hundred and fifty-three.

XXVIII. And be it enacted, That in citing or otherwise referring to the said Act passed in the Session held in the thirteenth and fourteenth years

Short Titles to C. S. Acts of Upper Canada,

of Her Majesty's Reign, and intituled, An Act for the better establishment and maintenance of Common Schools in Upper Canada, it shall be sufficient to designate it as "The Upper Canada School Act of 1850," and that in citing or otherwise referring to this Act, it shall be sufficient to designate it us "The Upper Canada Supplementary School Act of 1853;" and that in citing or otherwise referring to the said Acts generally, or to them and to any other Act or Acts relative to Common Schools, which may at the time of such citation or reference be in force in Upper Canada, it shall be sufficient to use the expression, " I'he Common School Acts of Upper Canada."

### JUDICIOUS TRAINING OF YOUTH.

During last summer a select committee was appointed by the British House of Commons to investigate the causes and remedies of juvenile delinquencies. A vast amount of testimony was taken, which is now in course of publication. Among the persons examined was a Mr. John Ellis, a shoemaker, who has been a Ragge I-School teacher for eight years. A gentleman furnished him with means to take in charge fifteen hoys between the ages of twelve and nineteen, of whom some had committed criminal offences, and all were extremely vicious. The character of these boys was very unpromising; the course pursued and the result obtained may be gathered from the following questions and answern.—Epis. Rec.

"Will you proceed to state the way in which these boys were treated?" I thought that one cause of their crime was want of employment; they had never been used to work, and no one had ever taken them by the hand to train them into the way of work. I made the employment of shoemaking as amusing to them as I possibly could, and I found that the boys were very fond of making things themselves, such as shoes. I used to go and sit with them for two or three hours a day, and I used to tell them that they might, by governing their tongue, their tempers, an I their appetites, and governing themselves generally, be much more happy if they would put themselves in harmony with the laws of their own physical nature; and I showed them how wrong it was to break the social laws that bind society together, and also the laws of God, and so forth. And I considered that my conversation with them, for two or three hours had had a great effect; and I provided them with wholesome food, and I gave them clothes to wear, and I surrounded them with as many comforts as I possibly could.

"Will you explain to the committee what was the effect which you gradually saw attained upon the minds of these three boys, in consequence of the attention which you paid them?" I at once recognised them as my children; they looked upon me as their father; and the latent power of their souls being brought into existence, there was

every feeling that I could exact from a child towards me.
"Had they at first any moral sense?" No: when I fir No: when I first took them,

they did not know right from wrong.
"Will you explain to the committee up to what point of training you have carried these boys in the school, and how gradually introduced them into your house?" My principal object always was with those lads to put in their power the means of getting a living, by teaching them a business; with regard to their morals, I thought I could not do better than set before them a good example, and I ate with them, and drank with them, and slept with them, and I associated myself with them in every way; and as far as religion goes (I don't profess to be a religious teacher,) I showed them the law of the gospel as well as I could. I am not much of a scholar myself, and therefore I could no: cultivate their intellects much.

"You consider that some person should, like yourself, he placed in the cosition of a parent, to give them good moral principle? That is what we want. I contend that the great cause of juvenile crime is the cilects of a bad mother's training.

"Have you had any boys that you have been obliged to give up, whom you positive'v could not reclaim?" I have never seen such a case, and I have confidence that if I had any boy who had his right

renses about him, I could reform him.

"How long have these boys been under your superintendence?" have known them these seven years, but it is four years since we form d the class. They had been in my house above two years and a half; the committee gave them up. I got places for them, and some of the more expert ones in the business are now paying me back what they have cost me, and they have all solemnly pledged themselves to

pay me back by their labour every farthing which they have cost me.

When moral dignity and Scriptural charity is manifested by human beings a child will see it and adore it. Though I never use the rod or anything else of that sort, there is a feeling in those lads that brings them to perfect submission; they dread my looks, or frown, or a word

from me, more than they would dread the lash.

"Finally," says Mr. Ellis, "these lads, who were once a disgrace, and a curse to society, are now as decent and fine young men as ever you saw." No experiment could have been more completely successful No experiment could have been more completely successful.

### HINTS TO TEACHERS.—BY A PUPIL

Every teacher should adopt a mild, mutual plan of government, treating all scholars justly and impartially, whether the children of rich patents or of poor. And from this rule of action let nothing divert him. Be mild and even-tempered at all times, and under all circumstances. As like produces like, anger is productive of anger. If scholars find i. exhibited towards them by the teacher, they, in return, will recip rocate its manifestation, and consequently hatred or discord is engendered, which renders a school worse than useless to the extent of such exhi bitions. Anger ever acts as a law of repulsion, unfitting the teacher for giving, and the scholar for receiving instruction—destroying that

harmony of feeling that should ever exist between them.

But let a teacher once thoroughly convince scholars that he loves them, and is s riving to promote their best educational interests, and how soon does he receive in return their love and esteem, that grows brighter and stronger as time wears away, and which can never be obliterated. Then, there is nothing that can induce them to wrong him in any way, or to disobey what he requires of them, but on the contrary his very wishes are anticipated, and meet not a verbal request to have them complied with. Their minds are fully prepared to receive any instruction he may wish to impart, and he is much better prepared to instruct them, and when laboring under the degrading influences just spoken of. How tractable and easily governed does he find them when they are bound to him by the attracting principle of love. Order and harmony reigns, and the school is a prosperous and happy one. Should not these who have the care of training youthful minds—those tender sciens that depend upon the goodness and faithfulness of your cultiva tion for what manner of fruit they shall bring forth, whether of good or evil - pay particular attention to that little word, love, and see that they act out in everything they do, its every requirement? Let its principles ever have a home in their breast, and never drive them hence, but let them ever govern those who would govern others.

### POWER OF THE VOICE OVER CHILDREN.

It is usual to attempt the management of children either by corpo real punishment, or by rewards addressed to the senses, or by words alone. There is one other means of government, the power and importance of which are seldom regarded. I refer to the human voice. A blow may be inflicted on a child, accompanied by words so uttered as to counteract entirely its intended effect; or the parent may use lan guage in the correction of the child, not objectionable in itself, yet spoken in a tone which more than defeats its influence. Let any one endeavor to recall the image of a fond mother, long slace at rest in heaven Her sweet smi'e and ever clear countenance are brought vividly to recollection; and so also in her voice—and blessed is that parent who is endowed with a pleasing utterance. What is it which lulls the infant to repose? It is no array of mean words. There is no charm to the untaught one in letters, syllables, and sentences. It is the soun I which strikes its little ear that sooths and composes it to sleep. A few notes, however miskilfully arranged, if uttered in a soft tone, are found to possess a magic influence. Think we that this influence is confined to the cradle? No, it is diffused over every age, and ceases not while the child remains under the parental roof. Is the boy growing rude in manner and boisterous in speech? I know of no instrument so sure to control these tendencies as the gentle tones of a mother. She who speaks to her son harshly, does but give to his conduct the sanction of her own example. She pours oil on the already reging flame. In the pressure of duty, we are liable to utter our cives lessily to our clui-Perhaps a threat is expressed in a loud and irritating tone; instead of allaying the passions of the child, it serves directly to increase them. Every fretful expression awakens in him the same spirit which produced it. So does a pleasant voice call up refreable feelings. Whatever disposition, therefore, we would encourage in a child, the same we should manifest in the tone in which we address him. - Church of England Magazine.

PUBLIC EDUCATION-ITS VALUE TO A FREE PEOPLE.

That the people must be educated, in order to the permanence of free institutions, is, at this hour so evident a truism, that it were ridiculous to insist upon it with any degree of persistency. The participation and supervision, with which each citizen is indirectly invested, with regard to those institutions, will naturally impressupon them the character of the people, whatever that character may prove. Now to participate in the government, and to supervise its action, they must understand its mechanism; and to understand that mechanism, they must be furnished a certain amount of recessary knowledge, which canno exist out of the conditions of primary education. By right of sovereignity they hold the political power in their hands; and if it be suffered in violation of our duty, to become an ignorant and increasing power, we shall be preparing days of difficulty, and if not of disasters for the Republic. The best coactments of your constitutions shall prove but frail monuments against the dissolving influence of general ignorance and of the moral del asement which it fatally involves; they will sink and crumble away from the moment that they shall cease to rest upon public and private virtue, developed by universal intelligence. If knowledge, as maintained by one of the master intellects of modern times, be power; most essentially does it behave republics to turn into a power fru tful of good.

These truths, so obvious in themselves, appeal with peculiar so'emnity to those, upon whom is devolved the responsibility of framing the laws of society. Their duty, when they have consted laws to govern the people, is but half discharged. There is yet higher and more difficult duty to perform in devising such a system of legislation as shall have the effect of converting the people into a law-a good, safe and living law- to themselves. The most efficient laws, after all, are these which control, not by the power of the sword, but I y the influence of enlighterfed principle. Without this principle, vivilied by the touch of education, there can be no peace in the community, nemorals in society, no wisdom in the legislator. By the probation, which it imposes upon every one, to become a good and useful citizen, it contributes to the abatement of the vices, which deform the body social—dignifies the plainness of republican mora ity-exalts the character of private worth -- fosters the development of public virtue—check the invoads of grasping capidity, and in the opening which it affords for every social merit, opens a source of general prosperity. Such a principle can grow out of no elements but those of a vigorous system of free public education, which is the common share of the patrimony that the State is bound to dispense to its younger members. As their necessary introduction, therefore, to the numbership of society, that form of education is also lutely necessary to all of them. The State, therefore, owes that form of training to all; and not only does it owe the means of training, but it also owes the application of those means.—Pref. Dimitry.

OPENING THE GATE.—HINTS TO PARENTS.—"I wish that you would send a boy to open the gate for me," said a well-grown boy of ten, to his mother, as he paused with his satchel up on his back, and surveyed its c'asped fastenings.

"Why, John, can't you open the gate for yourself?" said Mrs. Ensy.

"A boy of your age and strength, ought certainly be able to do that."
"I could do it, I suppose," said the child, "Lut it's heavy, and I don't like the trouble. The servant can open it for me just as well. Pray, what is the use of having servants, if they are not to wait upon us."

The servant was sent to open the gate. The boy passed out, and went whistling on his way to school. When he reached his seat in the academy he doew from his satchel his arithmetic, and began to

inspect his sums.

"I cannot do these." he whispered to his scat-mate; they are too hard."

"But you can try," replied his companion.
"I know that I can," said John, "but it's too much front'e. Pray. what are teachers for, if not to he'p us out of difficulties? I shall carry my slate to Professor Helpwell."

Alas! poor John. He had come to another closed gate—a gate leading into a beautiful science, "the laws of which are the mode in which God acts, in sustaining all the works of his hands"—the science of mathematics. He could have opened the gate, and entered in alone and explored the riches of the realm, but his mother had injudiciously let him rest with the idea that it is as well to have the gates opened for us as to exert our own strength. The result was, her son, like the young hopeful sent to Mr. Wiseman, soon concluded that he had no genius" for mathematics, and threw up the study.



The same was true of Latin. He could have learned the dec'ensions of the nouns and the conjugation of the verbs as well as other boys of his age, but his seat-mate very kindly volunteered to "tell him in class," and what was the use in opening the gate into the Latin lang tage when another would do it for him? On, no! Joan Easy had no idea of tasking mental or physical strength when hecould avoid it, and the consequence was that numerous gates remained closed to him all of his life—gates to honor—gates to rickes—gates to happiness! Chillern ought to be early taught that it is always best to help themselves.—Family Visitor, Madison, Georgia.

# Literary and Scientific Intelligence.

THE VALLEY OF THE OTTAWA.

The quiet stream within a few rods of us, at this moment slowly and silently fin ring its way eastward to the ocean, forming as it does, the main artery of the valley of the Ortawa, traverses an extent of country eight times as large as the whole State of Vermont, and tentimes that of the State of Massachusetts: in length of its course it al nost equals the Raine, and in magnitude the Danube; it drains an area of about 80,000 square miles, nearly the extent of England and Scotland, and from its origin or scource about latitude 49 N. and 76 W. Longitude, to its outlet or mixture with the waters of the St. Lawrence, at Bont de l'Isle, below Montreal, its course is nearly eight hundred miles in is leagth; as far as our knowledge of the country generally extends, it appears the greater part of it is covered with luxurious growths of white and red pine, making the most valuable timber forests in the world; other portions, if not so valuably wooded, present a very extensive and advantageous field for settlement. In the diversity of resources the Ottawa country presents unusual inducements, alike to agricultural industry and commercial enterprise. It this he the case now, how much more will it be so, when, in addition to the more extensive prosecution of agriculture, the unlimited water-power which the Ottawa and its tributaries afford, will be (if even partially) applied to general manufactures, as well as to that of deals. The mineral resources of the Ottawa country are not either to be overlooked, only a few miles from the mouth of the Gatineau, an unlimited supply of excellent iron is known to exist, within a mile of its lowest fills, affording unlimited water-power, with abundance of timber for fuel. Plumbago, lead, copper, marble, and the ochrous carths of the Ottawa are also destined to become of commercial importance. GROLOGY OF NOTA SCOTIA.

Geological Society of London. - Jany 19 - Sir C. Lyell, V. P., in the chair. - The toflowing communication was read: -

"Notice of the Discovery of Reptilian Remains and a Lund Shell in an upright Fossil Tree in the Coal of Nova Scotia," by Sir C. Lyell and J. W. Dowson, Esq. - "Notes on these Reptilian Remains," by Prof. Wynam and Pr 4. Oven.-In September last Sir C. Lyell and Mr. Dayson revisited the stata of the coal formation at the South Joggins, Nova Scotia, with a view of ascertaining what may have been the particular circumstances which favour the preservation of so many fossit trees, at so many different levels, in an erect position (such a position being a rare and very exceptional fact in the coal strata of North America generally). They were also desirous of obtaining additional evidence with regard to the relation of the Stigmaria as a root to the igillaria; - and also directed special attention to the difference of the deposits enveloping the upright trees, and those that fill the trunks the uselves. In examining the stony contents of these fo-sil trees, the remains of plants, such as Forns, Flabellaria, Sigillaria, Calamites, and Stigmaria, were met with; and in one of the trees were found, near the base of the trunk, several small bones intermingled with fragments of carbonized wood. The whole were imbedded in a dark-colored stony matrix, in breaking up which, besides the bones, was found a small shell, referable to the well-known group of hand shells, Pupa and Ciansilia; the osseous remains consist of the bones of the head and extremities, jaw, teeth, vertebra, and dermal plates of one or more small reptiles. These have been examined by Prot. J. Wynam, of Harvard University, and Prof. Owen, who pronounce them to have belonged to a Batrachian reptile allied to the Menobranchus and Menopome at present inhabiting the rivers and lakes of North America. There eminent comparative anatomists also point out that the fossil reptiles bear some interesting relations to the Labyrinthodontoid type of reptiles .- Athenaum.

THE SEVEN ANCIENT WONDERS OF THE WORLD.

These were, 1st. The brass Colorsus of Rindes, 120 feet high, built by Cares, A. D., 238, occupying twelve years in making. It stood across the harbour of Rindes 66 years, and was then thrown down by an earthquake. It was bought by a Jew from the Saracene, who loaded 900 camels with the brass. 2nd. The Pyramids of Egypt. The largest one engaged 360,000 workmen

30 years in building, and has now stood at least 8000 years. 3d. The Aqueducts of Rome, invented by Appius Claudius, the censor. 4th. The Labyrinth of Psalmetichus, on the banks of the Nile, containing within one continued wall 1000 houses, and 12 royal palaces, all covered with marble, and having only one entrance. The building was said to contain 8000 chambers, and a hall built of marble, adorned with statues of the gods. 5th. The Pharos of Alexandria, a tower built by order of Ptolemy Philadelphus, in the year 282 B. C. It was erected as a light-house, and contained magnificent galleries of marble-a large lantern at the top, the light of which was seen near a hun. dred miles off; mirrors of enormous sizes were fixed round the galleries, reflecting everything on the sea. A common tower is now erected in its place. 6th, The Walls of Babylon, built by order of Semiramia, or Nebuchadnezzar, and finished in one year, by 200,000 men. They were of immense thickness. 7th. The Temple of Diana, at Ephceus, completed in the reign of Servius, the 6th king of Rome. It was 450 feet long, 200 broad, and sup. ported by 126 marble pillars, 70 feet high. The beams and doors were of cedar, the rest of the timber cyprus It was destroyed by fire B. C. 365

MR. LAYARD -NINKVEH.

At a meeting of the Northampton Mechanic's Institute, in England, Mr. Layard, who has gained so much fame by his explorations of the ruins of Ancient Nineveh, was present, and made the following remarks, which we publish that they may induce our young readers to peruse the printed account of his discoveries.

Mr. Layard said he was about going to regions where there were no Mechanic's institutes, but where men, still wild, wandered over the face of the earth. Those mon, however, wandered among the remains of great cities, the existence of which indicated a state of civilization which equalled if it did not excel our own. That was a solemn reflection. In speaking of the ruins of Babylon and A-syria, they must not picture to themselves temples and monuments such as were to be seen in Italy. Those ruins, on the contrary consisted of 'vast mounds of earth, something like the ancient barrows to be found in this country, and some of them were as much as three thousand yards in length, and occupied many square acres of ground. Those vast mounds were literally the heaps to which the prophet Laiah referred when speaking of the ultimate fate of those cities which were, in his days, as flourishing, as great, and as populous as our own London was at present. The words which the prophet used in speaking of Nineveh, in particular, had literally been fulfilled; so much so, that if he wished to convey to them a correct idea of the present state of the ruins of Babylon and Assyria, he could not do so to greater advantage than by quoting the words prophetically employed in the sacred Scriptures. They must remember that the mounds to which he had referred, con isted of vast platforms of earth, beneath which the remains of palaces lay entombed. The mode of construction employed in those edifices, accounted for the present state of their ruins. They were chiefly erected in the midst of great plains, where the want of stone rendered solid masonry exceedingly difficult and expensive. The consequence was, that the builders were driven to the use of mere mud in the erection of those pulaces, mixing it up with choppe I straw, and making it into bricks, which they dried in the sun. These temples were used as great national records. Upon these walls the people of those days engraved the history of their national exploits. The art of printing being unknown, they we e compelled to record their history on the walls of their public edifices With that view, the lower stones of those edifices were built of slabaster, a substance exceedingly well calculated to perpetuate the pictorial representations of their great national events, and the explanatory descriptions with which they are accompanied. The upper parts of the building were constructed of the sundried bricks which he had described, and the consequence was, that in the lapse of time, they eventually fell in, and buried in their debria the imperishable memorials beneath. So soon as the sun-dried bricks, which had once formed part of the masonry, were exposed to the atmosphere, they returned to their original state, which was nothing but earth, and thus those heaps of ruins became covered with a kind of soil susceptible of various kinds of cultivation adapted to the wants of the population. That would explain to thom the state of those ruins, also account for the excellent preservation of the monuments which were found beneath them. The result of those discoveries had been completely to silence the common remark, that there was no human confirmation of many of the historic facts related in the Bible. Th y possessed now a valuable collection of contem; porary records executed at the time when many of the most important events mentioned in the Scriptures were performed, inscribed by those who were actors in those events, and completely tallying with the facts described by the sacred historians.



TORONTO: JUNE, 1853.

The Notices of Books for Public School Libraries, intended to have been commenced in this number, are excluded, (though prepared,) until next month, by the Circulars and apportionment of the Legislative School Grant for the current year. These, together with the Supplementary School Act, are of general and immediate interest to all School authorities, and to the public generally.

THE ACT SUPPLEMENTARY TO THE COMMON SCHOOL ACT FOR UPPER CANADA, is published in this number of the Journal of Education, and is destined, in our opinion, to exert a more powerful influence in extending and elevating the system of Elementary Education in Upper Canada, than any School Act, which has preceded it.

We will not here repeat the remarks which have been made on the several provisions of this Act in the five Circulars (given elsewhere in this number) addressed to County Councils, Local Superintendents, and Trustees of Common Schools. We will offer in this place a few general observations:—

- 1. We observe, in the first place, that the Supplementary Act does not repeal or alter any of the general provisions of the School Act of 1850, but provides for wants which the progress of the school system has created, and remedies defects which observation and experience have detected. The one act does not supersede, but supplements the other. The latter act is the completion of the former. The two form a whole.
- 2. By the provisions of the latter act, combined with those of the former, the whole system of Elementary Instruction in Upper Canada is placed upon a broad, deep, and permanent foundation. An addition of one-sixth is made to the Legislative School Grant for Upper Canada; the completion and support of the Normal School are fully provided for; provision is made for the gratuitous circulation of the Journal of Education to all the School Sections and School Superintendents in Upper Canada; an annual sum is granted to commence a Provincial Museum and Library; the commencement of an annual fund is made for the support of superannuated or worn-out School Teachers,— a provision of the utmost importance towards establishing and elevating the noble profession of school teaching.
- 8. The office of School-Trustee is invested with great power; and is, therefore, one of great respectability as well as of responsibility. The effect will soon be the selection of the best qualified men in each School Division to this vitally important and powerful office. Motives of economy will dictate this, no less than regard for the interests of the rising generation. Many ignorant men, feeling their own deficiencies, would do good as School Trustees, if they knew how. Educated Trustees can manage a school and its interests more economically, as well as more efficiently, than uneducated Trustees. A school must be kept open in each School Section six months in each year by a legally qualified Teacher, or the Trustees of such Section incur personally the forfeiture of the amount of the School Fund apportioned to such Section for the year. No opposition of individuals or of meetings can prevent Trustees from levying and collecting, from time to time, such sum or sums as they may think necessary for school purposes; and the most formidable obstruction which can be erected in any School Section against the general attendance of pupils at School, is the voting of a rate bill of one shilling and three pence a month, or about three pence half-penny a week, for each pupil,—a charge too small to prevent a full attendance of pupils at every well-taught and well-furnished school.

- 4. The several sections of the supplementary Act which remove doubts as to certain provisions of the School Act of 1850, which secure to each school division the advantage of all the taxable property situated within its limits, and the collection of all rates on the lands of absentees, which provide for proper descriptions of all school sections in each township, which relate to disturbances of schools and law-suits, &c. &c., cannot fail to be eminently promotive of the interests of schools.
- 5. The same remark may be made in regard to the 4th section of the Supplementary Act which relates to separate schools. It will be seen by this section. 1. That no separate school can be established or continued, otherwise than on the conditions and under the circumstances specified in the 19th section of the School Act of 1850. 2. That no part of any Municipal Assessment can be applied, and no Municipal Authority or officer can be employed to collect rates for the support of any separate school-a great restriction and improvement in the School Law, as it has hitherto existed on this subject. 3. That if any persons, whether Roman Catholic or Protestant, demand a separate School in the circumstances under which it may be allowed, they must tax themselves for its support, and they must make returns of the sums they raise, and the children they teach—a regulation which has not heretofore been required, but which is rendered necessary in order to make out the School Assessment Roll, and to determine the School Collector's duties. 4. That separate Schools are subject to the same inspections and visits as are all Common Schools. 5. That all ground and semblance of a complaint of injustice is taken away from the supporters of a separate School, while they cannot any longer employ Municipal authority and Municipal assessments for sus:aining their school. 6. That the supporters of separate Schools cannot interfere in the affairs of the Public Schools.

If separate Schools have not hitherto endangered our School system, there is still less danger of their being able to do so under the Supplementary Act, the provisions of which put it out of the power of any opposers to shake the foundations of that system, or get up a plausible pretext of agitation against it on the plea of religion or justice. The withdrawment of a few persons, here and there, from the support of the public schools, will scarcely be felt by the people at large, even in a pecuniary sense, while they will have the advantage of making the public schools more perfectly what they wish them to be in a religious and moral point of view.

Upon the whole we anticipate the happiest results from the operations of the Supplementary School Act, and recommend its attentive perusal by all friends of universal education, and its careful study by all councillors, superintendents, and trustees of schools in Upper Canada.

### [OFFICIAL.]

Circular to Clerks of Counties, notifying them of the Apportionment of the Legislative School Grant for the year 1853.

Sir,—I have the honor to transmit herewith a certified copy of the Apportionment of the Legislative School Grant for the current year, to the several Townships of the County Municipality of which you are clerk. You will please lay this communication before your County Council at its next meeting, and notify each local Superintendent of Schools in your County of this apportionment, so far as it relates to his charge, as provided in the 1st clause of the 31st section of the School Act of 1850.

2. I have delayed the making of this apportionment six weeks beyond the time contemplated by the School Act. I have done so because it was not until last week that the Legislature decided upon a proposition which I submitted to the favorable consideration of the Government some months since, to increase the Legislative Annual School Grant. I am happy to say that by the enlightened liberality of the Government and Legislature, I am enabled to apportion an aggregate sum of £4,000 more this year than last to the several Municipalities of Upper Canada in aid of Common Schools, besides an additional sum of £500 in "special aid of Common Schools in new and poor Townships," besides an appro-



priation of £1000 per annum in further aid of the Normal and Model Schools, and for supplying, gratuitously, a copy of the Journal of Education to each School Corporation and local Superintendent in Upper Canada, and £500 per annum towards the establishment of a Provincial Museum and Library, and £500 per annum towards forming a fund for the support of superannuated or worn-out Common School Teachers in Upper Canada. I am sure every friend of education will rejoice with me at these increased means and facilities for sustaining and extending our school system, and placing our beloved country in the first rank of educating and educated countries on the face of the globe.

- 3. The last general census of the population, recently revised and corrected in the statistical department of the Government, is the basis on which I have made the School apportionment for the current year.
- 4. I must again solicit the special attention of your County Council to the 1st, 4th, and 5th clauses of the 27th section of the School Act, requiring each County Council to provide for the punctual payment, the security, and the proper accounts of the expenditure of all School moneys within its jurisdiction. In my Circular to County Clerks last year, (printed in my Annual School Report for 1851, pp. 158-162), I showed how impossible it is for me to know whether the conditions and requirements of the law have been fulfilled in any County or Township, without full and accurate accounts of the expenditure of School moneys. I afterwards transmitted to each County Clerk a printed blank account of School moneys, with full and minute directions for filling it up. Yet this year's County returns of the expenditure of School moneys are almost as defective as were those of last year. In about three-fourths of these returns, the expenditure of considerable sums is imperfectly or not at all accounted for; defects in financial accounts which, were they to occur in the returns of any of the Executive Departments of the Government, would be the subject of reprobation in the Legislature and by the press generally. frequent and accurate accounting for the expenditures of all public moneys, is one of the essential means of securing their faithful application, and one of the essential conditions of good government; but if it should continue to appear that in those bodies which are directly elected by the people, and in regard to moneys specially devoted to the intellectual improvement of the country, there is the least strictness and accuracy in accounting for the expenditure of School moneys, the fact will go far to prove the inefficiency of elective bodies, or that our country is not prepared for the operation of the elective system, in such affairs. I trust that every friend to that system in your Council, and every friend to the progress of education, will see that punctual, accurate, and full returns be made of all School moneys expended within its jurisdiction, and that the portion of the School Fund to be provided by your Council will be punctually payable at the times prescribed by law.
- 5. I have reason to believe that in many, if not in most, instances, there has been no want of attention in preparing the returns of School moneys required by law; but I am assured that the irregularity chiefly arises from the want of punctuality or faithfulness on the part of sub-Treasurers, who, in many cases, I am told, are regarded as Township Officers, and who give no security to the County Council for School moneys placed in their hands. On this point I beg to remark, that if any Township Treasurer acts as sub-Treasurer of School moneys, he does so, not as a Township Officer, but as a County Officer, and by virtue of appointment of the County Council, as provided for by the 4th clause of the 27th section of the School Act of 1850, and to which Council he is to give security for the safe-keeping and punctual payment of School moneys entrusted to him, and in the case of the loss of any part of such moneys, on account of proper security not having been taken by the County Council, the 43d section of the Act makes the members of the County Council personally responsible for such moneys.
- 6. On this important subject I would offer the following suggestions for the consideration of your County Council. Firstly: Whether it

be necessary at all to appoint any sub-treasurers of school moneys in your county. Most of the Counties are much smaller than in former years—facilities for travelling and business are greater—a Local Superintendent's check to a school teacher is as good as a bank note, and can easily be cashed by shopkeepers or other men of business in any part of a county. Secondly, - That if it be still deemed necessary to appoint sub-treasurers of school moneys, they be each required to lodge their bonds for the security of such moneys with the County Clerk. Thirdly,—That each sub-treasurer be directed to keep accounts of the Legislative Grant and Municipal Assessment parts of the School Fund separate, and carry forward the balances of former years. Fourthdy—That no sub-treasurer be paid the Legislative Grant for the current year, until he shall have satisfactorily accounted for the school moneys in his hands for the preceding year; that in each such case, the County Treasurer pay out all school moneys belonging to the Townships con-Fifthly—That in order to secure uniformity in the accounting for school moneys, the treasurer or sub-treasurers be required to make up their accounts to the 1st of March in each year, accompanied with vouchers to the County Auditors; and I will extend the time for the Auditors to examine them, and the County Clerk to transmit to this Department the abstract of them, together with the Auditors' general Report, as required by law, until the 1st of April, leaving myself but one month instead of two to examine the returns before making the annual apportionment of the Legislative School grant. Sixihly-That each Local Superintendent be instructed to transmit to the County Auditors a statement of the apportionment made, and the checks issued by him, that the Auditors may thus be able to detect any error, (or fraud, if any should be attempted,) on the part of teachers or treasurers. Thus will all parties concerned, stand above suspicion, and the accurate accounting for school moneys will be satisfactory and complete. I may add, that I practise the same careful and accurate system of accounting for all public moneys that pass through my hands, which I wish to see observed in each Municipality in Upper Canada.

7. In conclusion, I have great pleasure in referring to the Supplementary School Bill, which has just been passed by the Legislature, and the provisions of which remedy nearly all the defects which the experience of three years, and a tour of consultation to the several counties of Upper Canada, have pointed out in the School Act of 1850, without changing any of the organic principles or general provisions of that Act. I have no doubt that the provisions of the Supplementary School Act will greatly contribute to the removal of doubts and embarrassments, the lessening of disputes, the increase of facilities, in the administration of the School Law, and the rapid diffusion of education and general knowledge throughout Upper Canada. The increase this year in the Legislative Grant for the support of Common Schools will require a corresponding increase in the amount of Municipal School Assessments; and as the 13th Section of the Supplementary School Act does not permit in any School Division in Upper Canada, any rate-bill imposed to exceed one shilling and threepence per month for each pupil; and as an Act has been passed, enabling each County Council to equalize all assessments on property, it may deserve the consideration of your County Council, how far it may be advisable to increase the Municipal assessment for the support of Schools-thus relieving the Trustees, to a great degree, from an onerous part of their duty, and rendering the Schools virtually free to every child in the land.

1 have the honor to be, Sir, Your obedient Servant,

E. RYERSON.

Education Office,

Toronto, 18th June, 1853.

P.S.—You will please intimate this apportionment of the Schoo Grant to your County Treasurer, and report his name to this Department; and on his sending a Power of Attorney, signed in duplicate (if he has not already done so), according to the form which I furnished last year, I will pay to his Attorney, after the 1st day of July, the amount apportioned to your County, less the amount apportioned to Townships from which returns of the expenditure of last year's School moneys have not been received.

E. R.



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21. County	or Yo	RK.				
Townships.	P"PULA-		n <b>rr</b> r			
Etobicoke,	8,483 @	25 <b>5</b> d.	. <b>£</b> . 83	s. 8	d. 11	
Gwillimbury, North,	1,176	••	28	3	b	1
Gwillimbury, East King,	-3,208 6,565	• •	76 157	17 5	2 8	] i
Markham,	7,752	••	185	14	6	:
Scarborough Vaughau,	4.211 7.723	• •	101 185	13	7	١,
Whitehurch,	4,758	• •	113	19	10	١ '
York, including York vide,					_	l
population only	10,035	••	208	13	8 	
	48,944	1,	,140	17	5	۱.
ב. 22. Court	 Du					
Albion,	4,281	EL.	102	11	3	
Caledon,	8,707	•••	88		8	
Chinguaconey, including Brampton popula'n, only	. 7 480		161	10	10	
Gore of Toronto,	1 820	• •	161 48	13 12	10	
Toronto,	7,539	• •	180	12	5	١.
•	24,816		577	5	10	١,
	-		•••	ŭ	•	ļ
23. County				, -	_	
Adjala, Essa	1,99 <u>4</u> 1,507	• •	47 36	15 2	5 1	
Flos	545	••	13	1	1	
Gwil imbury, West: Innistih	8,894 2 ×41	••	93 56	5 1	10	]
Medonte,	1,146	••	26	14	9	
Mono,	2,689	••	64	8	5	'
Mulmur, Nottawasaga	766 1,887	• •	18 45	7 4	2	Ι,
Orillia and Matchedash,	725		17	7	4	
Oro	2,027 203	••	48 4	11 17	8	1
Tay.	600	• •	14	7	6	
Tecumseth,	8 998	••	95	15	8	ļ i
Tiny	748 492	• •	17 11	18 15	5 9	
Vespra,	1,683	••	89	2	5	
•	27,165		650	16		
	<del>-</del> '		•••		•	
24. COUNTY			105		,	
E-quesing,	5,225 2,237	••	125 53	3 11	7 10	
Nelson	4,078	••	97	1 1	U	
Trufaigar,	6,782	••	162	9	8	
	18,322		438	19	1	
25. County of	- Wenty	TORT!	ır.			
Ancaster,	4,653		111	9	6	
Barton,	1,785	• •	41	11	4	
Biverly,	5 620 1.787	• •	134	12	11	
Flamborough, East,	2,903	••	69	iī	0	ł
Flamborough, West,	8.588	••	84	12	10	ĺ
Gareford,	2,008 2,801	• •	48 67	2	2 1	١.
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•	24,99J <del>-</del>		598	14	1	
26. County	or Br	ANT.				
Brantford.*	6.863 4.488	••	152 106	8	11	'
Burford	4,105	• •	102	18	11	
Oakhand,	840		20	• 2	6	
Onondaga, †	1 731	••	41	9	_5	١.
	17,664		423	3	9	
27. COUNTY	— Of Live	OLY				
Caistor,	1,398		83	ð	10	
Clinton,	2 462		58	19	8	
Gainsborough, Grantham,	2°538 8,216	••	60 77	16	1	
Grimsby,	2,448	• • • • • • • • • • • • • • • • • • • •	53	13	0	
Louth,	1.818	• •	41	5	6	
Niagara,	2,250	••	53	18	1	'
	16,160		887	8	2	
• 47 Indians not included.				_		
† 127 Indians not meluded						1

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28. County of	w Wro	LAND.			
TOWNSHIPS.	POPULA-		erte:	S M.K	ST.
	TI N.		£	×.	d.
Bertle,	2.731@	3574.	65	11	5
Crowland,	1,478		35	8	3
Rumberstone,	2.201		52	14	7
Pelbam,	2,400		57	10	0
Stamford,	8,113		74	11	7
Thorold,	2,785		65	10	6
Wainfleet,	1,841		44	2	1
Willoughby,	1.852		32	7	10
•					
	17,857		427	16	2
-	-				
29. COUNTY OF	f HALDI	MAND			
Canhorough,	1,151		27	11	6
Cayuga, North,	1,974		47	5	10
Cayuga, South,	851		19	14	10
Dunu,	8:28	• •	19	16	y
Moulton,	1.984	• •	47	:0	8
Oneida, †	2,591		62	ı	6
Kainham,	1,618		38	15	3
Seneca includin_Caledo-					
nia, population only‡.	8,610	• •	66	2	7
Sherbrooke,	884		8	0	0
Walpole,	8,583		85	16	10
• • • • • • • • • • • • • • • • • • • •					
	18.497		422	15	9
-					-
30. County	OF NOR	FOLK.			
Charlotteville,	2.780	••	66	12	1
Houghton,	1,509		86	3	ō
Middleton,	1,721	• •	41	4	7
Townsend,	4,935	••	118	4	8
Walsingham,	8.090	• •	74	Ü	7
Windham,	2,900		69	9	7
	2.894	• •	69	6	8
Woodhouse,	2.00%	• •	OĐ	U	0
•	10 600		475		2
	19,829	••	410	1	3
81. County	of Oxfo				
	1,356		23		ý
Blandford,		• •		9	-
Blenheim,	4,995	• •	119	13	ð
Dereham,	3.614	• •	87	.6	1
Niscouri, East	2,118	• •	50	14	10
Norwich,	5 239	• •	125	10	4
Oxford, North,	1,378	• •	33	()	.3
Oxford, East,	2,210	• •	52	18	11
Oxford, West,	1,894	• •	45	.7	6
Zorra, East,	3,200	••	76	13	4
Zorna, West,	8,3112	• •	79	2	2
•	20 1112				_
	29,836		702	16	7
00 G	- 117				
82. County of		CRLOO			
Dumfries, North,	3,476	• •	83	5	7
Waterioo,	7.693	••	184	8	7
Wellesley,	3.546		84	19	1
Wilmot,	5.297		126	18	1
Woolwich,	8,092		7-1	1	7
	<b>23</b> ,169		553	12	11
<u> </u>					
83. COUNTY OF		NGTO			
Amaranth,	500	••	11	19	7
Arthur, Luther & Minto,	1.803	• •	43	8	11
Eramosa,	2,350	• •	56	б	U
Erin.	3 590		86	0	2
Garafraxa,	2,083		49	18	1
Guelph,	2,879		68	19	6
Maryborough,	881	• •	23	16	3
Nichol,	2,450		58	13	11
Peel,	2,435		ಕಿಕ	б	9
Pilkington,	1,990	••	47	13	6
Pushneh,	8,862	• •	85	ΙU	6
•					
	21,930		597	8	2
-					
84. COUNTY		RY.			
Artemesia,	733		17	11	2
Benrinck,	1,272		8.)	ı	6
Collingwood,	545		13	1	1
Derby,	411	••	11	5	8
Egremont,	665	••	15	18	7
Euphrasia,	603		14	8	ιi
Glenelg,	1,250		29	18	11
Holland,	954	• •	22	17	ī
				•	
• 39 Indiana not meludad.					
† 226 Indiana omitted.					

<sup>\$23</sup> Ludians omitted.

GRAY—continued.  TOWNSHIPS.  POPULA- APPORTIONMENT. TIUN. £ 1. d.  Melancthon & Proton. 450 @54d. 10 15 7  Normanby. 539 12 18 3  Osprev. 486 11 12 10  St. Vincent, 1,601 38 7 1  Sullivan, 538 12 17 9  Sydenham, 2,432 58 5 4  12,539 300 7 9	39. COUNTY OF ELGIN.  TOWNSHIPS.  POPULA- APPORTIONMENT. TION. £ s. d. 1,226 @54d. 29 7 5  Bayham, including Vienna population only. 5,092 97 16 11  Dorchester, South. 1,477 35 7  Dunwich. 1,948 46 13 5  Malahide. 4,050 97 0 7  Southwold, 5,063 121 6 0  Yarmouth, 5,288 126 13 10	manner, and under the same regulations as were explained in my Circular to you, dated 10th July, 1852. You will please report to me the name of your Treasurer, and in case of his not having an attorney in Toronto duly authorized to receive the money apportioned to your Municipality, it will be necessary for him to transmit the requisite power of an attorney for that purpose.  I have the honor to be Sir, Your obedient Servant, Education Office, E. RYERSON.
35. COUNTY OF PERTH.	24,144 554 5 10	Toronto, 18th June, 1853.
Blanchard, 2,780 66 12 1	40. COUNTY OF KENT.	
Downie, 2,727 65 6 8	a	A - worth a man to Cities Torms and Williams
Easthope, North, 2,341 56 1 8	Chatham	Apportionment to Cities, Towns, and Villages,
Easthope, South, 1,797 43 1 0	Dover, East & West, 1,723 41 5 7	for 1853.
Elma, 1,328 31 16 4		
Fullarton, 1,750 41 18 6	Harwich, 2,627 62 18 9 Howard, 2,798 67 0 8	
Hibbert, 1,191 28 10 8	Orford, 1.348 32 5 11	CITIES. POPULATION. APPORTIONMENT.
Logan, 698 16 14 5	Raleigh, 2.460 58 18 9	£ i. d.
Mornington, 933 22 7 0	Romney & Tilbury, East, 1,023 24 10 2	Toronto, 30,775@5#d.737 6 4
		Hamilton,
15,545 872 8 4	15,140 862 14 5	Kingston, 11,585 277 11 1
	<del>-</del> '	
36. COUNTY OF HURON.	41. County of Lambton.	56,472 1,352 19 <b>5</b>
Ashfield, 907 21 14 7	Bosanquet, 1,093 26 8 8	TOWNS.
Biddulph, 2.081 49 17 1	Brooke, 511 12 4 10	Belleville 4,569 109 9 8
Colborne,	Dawn, 556 13 6 5	Brantford, 8,877 92 17 8
Goderich, 2,715 65 0 11	Enniskillen, 238 5 14 0	Brockville, 3,246 77 15 4
Hay, 985 23 11 11	Euphemia,	Bytown,
Hullet, 955 22 17 7	Moore, 1,702 40 15 6	Cobourg, 3,871 92 14 10
McGillivray, 1,718 41 8 2	Plympton, 1,511 36 4 0	Cornwall, 1,646 39 8 8
McKillop, 848 20 6 4	Sarnia	Dundas, 84 5 2
Stanley, 2,064 49 9 0	Sombra, 1,519 36 7 10	Goderich, 1,329 81 16 9
Stephen,	Warwick, 2,069 49 11 4	London, 7,035 168 10 11
	10.040 000.0.10	Niagara, 8,340 80 0 5
	12,040 288 8 10	Peterborough, 2,191 52 9 10
Wawanosh, 722 17 5 11	Moore, for error in Census 1852 8 15 9	Picton, 1,569 37 11 9
17,869 428 1 10	Sombra, for error in Census 152 15 8 1	Port Hope, 2,476' 59 6 5
11,003 420 1 10	- 812 12 8	Prescott, 2,156 51 13 1
87. County of Bruce.	32. County of Essex.	St. Catharines, 4,368 104 18 0
Arran, 149 8 11 4	Anderdon, 1,199 28 14 6	52,950 1,268 11 5
Brant, 621 14 17 6	Colchester,	52,950 1,268 11 5
Bruce, 2 7 11	Gosfield,	Amherstburgh, 1,880 45 0 10
Elderslie, 14 0 6 8	Maidstone, 1,167 27 19 2	Chatham, 2,070 49 11 10
Greenock, 244 5 6 11	Malden, 1,315 31 10 1	Guelph, 1,860 44 11 3
Huron, 236 5 13 1	Mersea, 1,193 28 11 7	Perth, 1,916 45 18 1
Kincardine, 1,149 27 10 6	Rochester,	Sincoe,
Kinloss, 47 1 2 6	Sandwich, 4,928 118 1 4	Woodstock, 2,112 50 12 0
Saugeen, 277 6 12 8	Tilbury, West, 675 16 3 5	
-		11,290 270 9 9
2,837 67 19 I	14,937 857 17 1	INCORPORATED VILLAGES.
88. COUNTY OF MIDDLESEX.		Bowmanville, 2,350 56 6 0
	Official Circular to Clerks of Cities, Towns, and	Brampton,
Adelaide,	Incorporated Villages in Upper Canada notify-	Caledonia, 20 7 2
*** *** *** *** ***	ing them of the apportionment of the Legis-	Chippewa, 1,198 28 11 7
Delaware †	lative School Grant for 1853.	Gult, 2,248 53 17 2
Ekírid,	Sir,-I have the honor to intimate to you, as	Ingersoll, 1,190 28 10 2
Lobo, 2,447 58 12 6	provided in the 35th section of the School Act for	Oshawa, 1.142 27 7 2
London, 6,735 161 7 2	· 1850, for the information of the Municipal Council	Paris,
Metcalfe, 1,096 26 5 2	of which you are clerk, and of your Board of	Preston,
Mosa,	Common School Trustees, that I have apportioned	Richmond,
Nissouri, West, 1,832 43 17 10	to your Municipality the sum placed opposite to	St. Thomas, 1.274 30 10 5
Westminster, 5,069 121 8 10	it, as its share of the Legislative School Grant to	Thorold, 1,091 26 2 9
Williams, 2,290 54 17 8	Upper Canada for the current year. This sum	Trenton,
	will be payable after the 1st of July to the	Vienna, 24 8 0
31,778 761 6 8	Treasurer of your Municipality, in the same	Yorkville,
• 622 Indi ans not included. † 464 Injands not included.	‡ 41 Indians not included.    218 Indians not included.	13,992 451 10 6

## [OFFICIAL.]

Circular to Local Superintendents of Schools on the apportionment of the Legislative School Grant, for 1853.

SIR:

I have notified your County Council and Treasurer, through the County Clerk, of the apportionment to the several Municipalities of Upper Canada, of the Legislative School Grant for the current year. Your County Clerk will doubtless forthwith notify you of this apportionment, so far as you are concerned. A copy of the apportionment will also be found in the Journal of Education for June, together with a copy of my Circular to County Clerks on the subject.

2. On your being duly notified of this apportionment, your first duty will be to distribute it to the several School Sections under your charge entitled to a share in it, as defined in the provisos of the second clause of the 31st Section of the School Act of 1850. In former years the basis of distribution, was the school population in each section, between the ages of 5 and 16 years. The injustice of this principle of distribution is obvious, from the fact, that it is not based upon either the value of property taxed, or the work performed, in each School Section, but merely upon the number of children of a certain age resident in each section. It has often happened that in a School Section of over 100 children, a school has not been kept open more than six months in a year, while in another section of less than



70 children, the School has been kept open during nine or twelve months; yet the former more populous and less working section received one third more money from the School Fund than the latter less populous, but more working and more deserving School Section. Besides, the object of the School Fund being to develop and aid, but not supersede, local exertion, this object is greatly contravened, when any basis not founded on exertion is adopted in the distribution of that fund; and therefore this principle of distributing the School Fund among the School Sections of a Township, was abandoned in the School Act of 1850, except in cases sanctioned by the Chief Superintendent of Schools, in order to make the transition to a better mode of distributing the School Fund as easy and fair as possible.

3. Now, there are two legal modes of distributing the School Fund among the School Sections, based upon exertion. The one mode is that which makes the average attendance of pupils at School the basis of distribution to each School, as provided for in the 1st clause of the 31st section of the Act of 1850. To the application of this provision of the Act, it has been objected that it is the average attendance of 1851, that determines the distribution of the School Fund for 1852, and so on; whereas each Teacher, (or year,) ought to receive the reward of his own labour. I think this objection is well founded; and therefore the 5th section of the Supplementary School Act, (just passed by the Legislature) requires " the Trustees of each School Section, on or before the 30th day of June and the 31st day of December in each year, to transmit to the Local Superintendent a correct return of the average attendance of pupils in the school or schools under their charge during the six months then immediately preceding; nor shall any School Section be entitled to share in the apportionment from the School Fund for the said six months, the Trustees and Teacher of which shall neglect to transmit a verified statement of such average attendance of pupils in their School or Schools." In order to enable Trustees and Teachers to comply with this provision of the Law, without delay or embarrassment, I have caused to be printed and transmitted to each of them, with their Journal of Education for June, a blank form of the return required, together with the needful directions for filling it up. Upon this return, which you will carefully examine and check, will be based your distribution, according to average attendance for the first half of the current year."

4. But the 18th section of the Supplementary School Act provides another mode of distributing the School Fund among the School Sections of a Township. It enacts, "That for and notwithstanding any thing contained in the Upper Canada School Act of 1850, the Chief Superintendent of Schools shall have authority to direct the distribution of the Common School Fund in any Township among the several School Sections or parts of School Sections entitled to share in said Fund, according to the length of time in each year, during which the school shall have been kept open by a legally qualified Teacher in each of such sections or parts of sections." In the course of my visits to the several counties of

Upper Canada, last winter, I was assured by practical and experienced persons, that in some Townships, thinly settled School Sections could not complete with thickly settled ones in regard to the average attendance of pupils at school, but they could, if each school was aided according to the length of time the school is kept open by a qualified Teacher. To give the weak every facility possible to compete with the strong, this provision has been introduced into the Act; and it appears to me to be equitable, especially since the Supplementary School Act (13th section) limits all ratebills throughout Upper Canada, to one shilling and three pence per month, for each pupil attending school, and leaves it with the school electors in each section, to decide whether they will even retain a rate-bill to that amount or not. It is therefore no longer in the power of short-sighted and selfish persons, to exclude any class of children from the schools, by imposing high rate-bills; and as the schools are now by the general law of the land, so nearly made free to all classes of children, it is most desirable to encourage the keeping of each school open, by a legally qualified Teacher, during as large a portion of the year as possible.

5. But I must request and authorise you to exercise your own discretion, aided by the advice of Councillors or other persons of experience in your neighborhood, as to which of these two modes you will adopt the present year in the distribution of the School Fund, to the schools under your superintendence. I must, however, remark that the two modes of distributing of the School Fund cannot both be adopted in any one Township; the one or the other mode must be adopted for all the schools in each Township, and be based upon either the length of time or average attendance reported in the semi-annual return of the Trustees.

6 As to Union School Sections, I have not been able to learn or devise any one general regulation that could be justly applied to to them all, without entailing upon the Trustees and other parties a great deal of trouble. Therefore, the 14th section of the Supplementary School Act provides "that the Local Superintendents of adjoining Townships shall have authority, and they are hereby required, to determine the sum or sums which shall be payable from the School apportionment and assessment of each Township in support of Schools of Union School Sections, consisting of portions of such Townships; and they shall determine the manner in which such sum or sums shall be paid; and in the event of one person being Local Superintendent of two or more Townships, he shall act in behalf of such Townships; and in the event of the Local Superintendents of Townships thus concerned not being able to agree as to the sum or sums to be paid to each such Township, the matter shall be referred to the Warden of the County or Union of Counties for final decision."

7. In regard to the apportionment to Separate Schools, the provisions of the 4th section of the Supplementary School Act, in connection with the 19th section of the School Act of 1850, are so explicit, that I need only observe that one-half of what a Separate School may be entitled to for the year, according to average attendance, should be paid at the end of the first half year, and the other half (more or less) should be paid at the end of the second half year—in each case after receiving the semi-annual return required by the second proviso in the 4th Section of the Supplementary Act, and on being satisfied of its accuracy. It is to be observed that Separate Schools are subject to the same inspections, visits, and regulations in regard to reports, &c., as are public Common Schools.

8. The Supplementary School Act provides for the expenditure of a sum not exceeding £500 per annum "in special aid of Com-



<sup>\*</sup> The following extract from the Journal of Education for August, 1852, page 120, will serve to illustrate the principle upon which this distribution is based. "A Local Saperintendent enquires:—One school is kept open eix months of a year—three months in winter, and three months in summer—with an average attendance of forty pupils during each three months. Another school is kept open twelve months in a year—six months in winter and six months in summer—with an average attendance of forty pupils during each six months. Are both schools to receive alike? Or is the latter to receive twice the amount of the former, having performed twice the amount of labor?" "The answer is, the latter school is entitled to twice as large a sun as the former; the principle of the law being to help those that help themselves, and in proportion as they help themselves." See also my annual Report for 1851, pages 170-174.

mon Schools in new and pror Transleips." The Local Superinterlant of any such Township is represent to communicate to me before the end of August, at the latest, any cases of pecuniar need and desert, and the circumstances connected with it; and when I shall have examined and compared all the cases that submitted, I will make the best distribution in any power of the £500 in question, and notify the parties concerned accordingly.

- 9. In my Circular to the Clerks of County Councils, I have suggested that each Local Superinten lent be instructed to transmit to the County Au litors, by the 1st of March in each year, a statement of the apportion nents made and the checks issued by him, that the Aulitors may be able to detect any error (or fraul, if any should be attempted) on the part of Teacher or Treasurer. This you can easily do; and it will tend to secure perfect accuracy in a vital part of the School system, as yet so defective, and place all parties concerned above suspicion and above the reach of calumny.
- 10. The provisions of the Supplementary School Act will greatly facilitate the discharge of your daties, will greatly reduce the occasions of difference and disputes in School Sections, and will, I think, greatly promote the interests of schools throughout Upper Canala. We can all unite with renewed confidence and zeal in this great work, assured that our labors will not be in vain.

I have the honor to be, Sir,

Your obedient Servant,

E. RYERSON.

Education Office,

To.onto, 221 June, 1853.

[PFICIAL.]

Circular to Trustees of Common Schools in the several Townships of Upper Canada.

#### GENTLENEY,

In order to aid vou in the discharge of your important duties, I address you a few words respecting the provisions of the Supplementary Common School Act, which has just been passed by the Legislature, and which is published in the Journal of Education for June—an Act which, while it leaves unchanged the general provisions of the School Act of 1859, remedies defects which the experience of the last three years has detected.

- 1. My first remark is, that, as enacted in the 27th Section, the Supplementary Act applies to all School affairs of the current year. All the School proceedings, therefore, which have taken place since the 1st of January, are subject to the provisions of this Act.
- 2. By the 13th section of this Act, no rate-bill can be imposed exceeding one shilling and threepence per month for each pupil attending school. All other expenses of each school must be provided for by voluntary subscription or rate on property. Reducing the maximum of all School rate-bills to one shilling and threepence per month for each pupil, is the next thing to establishing Free Schools throughout Upper Canada; and all the hitherto agitating questions at School meetings as to the mode of providing for the support of schools, are now narrowed down to the simple question, as to whether a rate bill of one shilling and threepence (or less, or nothing) per month for each pupil shall be imposed. This provision will largely increase the attendance of pupils at school, as no parent will now keep his chi dren from school for f. ar of a heavy rate-bill; it will vastly lessen the topics and causes of diff rences and disputes at School meetings; it will render the duties of Trustees more simple and easy to discharge, and the salaries of School Teachers more uniform and secure. The real design of this noble provision of the law, and the legitimate inference from it, ought never to be forgotten by Trustees. A law providing that a school should be supported wholly or mostly by the property of all, could not have been enacted, exc pt with the design that a Teacher should be employed who is qualified to teach the children of all-hat

ngs resi ling in the section. If each man contributes according to his property to support a school, each man's child has a right to be tang't in such school. Should Trustees employ a Teacher (for the sake of getting a "cheap" one) who is not qualified to teach all children of their section the subjects required to be tanght in Common Schools, they would virtually exclude a portion of the children of their section from the benefits of the school, they would abuse the principles and pervert the great objects of the Free School system; they would, I am inclined to think, render them selves liable to a line for acgive of duty, and to a prosecution for damages on the part of parents of children deprived of the advantages of the school in consequence of the incompetence of the teacher employed. All Trustees should bear in mind, that the principle of Free Schools aims as much to improve the quality of teaching and to clevate the character of the school, as it does to render them accessible, without let or hindrance, to all the children of the land.

- 8. While the 16th Section of this Act secures to each School Section the benefit of all the taxable property situated within its limits, the 23d section provides a prompt and easy mode of securing the payment of all school rates on the lands of absentees. These two provisions will be of great advantage to a large proportion of the School Sections throughout Upper Canada.
- 4. The 6th section of this Act invests the Trustees of each School Section with the same authority to assess and collect rates for the purpose of purchasing school sites and the erection of school-houses, as they are invested with by law to assess and collect for other school purposes; so that the Trustees need not, unless they choose to do so, apply to a Municipal Council for any purpose whatever, except in reference to the boundaries of their School S ction; nor has any Municipal Council any right to interfere in any affairs of a School Section (except in altering its boundaries), unless at the request of such section, made through its Trustees.
- 5. There are but two particulars in which the powers of Trustees are limited. 1. They cannot change the present school site, or select a new one, without calling a public meeting of their Section to consider it. See 6th section of the Supplementary School Act. 2. They must also consult the annual or a special meeting of their section, as to whether a rate-bill (of one shilling and threepence, or less, per month for each pupil) should be imposed or not. The selection of a new school site does not often occur; the decision as to the rate-bill is annual, and should be made at the annual School Section meeting. With this single exception—and it is reduced to the simple question of a small monthly rate-bill—the management of all the affairs of each School Section belongs wholly to the Trustees as the elective representatives of such Section. They, and they only, are authorised by law, to determine the sum or sums that shall be raised, and when an I how paid, for all School purposes, whether for the procuring of a school site, the erection, repairs, or furnishing of a school-house, the payment of a teacher, the purchuse of apparatus, text-books, librarybooks, or for any other school purpose whatever.
- 6. With these almost unlimited powers, Trustees will be the responsible and blamable parties in every case in which there is not a gool and well furnished school house, and a school kept open by a qualified teacher. The 16th clause of the 12th section of the School Act of 1850 makes each Trustee personally liable, if he neglects to exercise the powers invested in him by law, for the fulfilment of any contract or agreement made by his corporation; and the 9th section of the Supplementary School Act makes Trustees personally responsible to their Section, for the amount of any moneys which shall be forfeited or lost to their school through their neglect of duty. If, therefore, a school is not kept open in each section six months of each year by a legally qualified feacher, the Trustees of such section will be personally liable, on the complaint of any one of their constituents, for the payment of the amount of the School Fund forfeited through their neglect of duty.
- ought never to be forgotten by Trustees. A law providing that a school should be supported wholly or mostly by the property of all, could not have been enacted, except with the design that a Teacher should be employed who is qualified to teach the children of all—hat is, the several branches of an English education to all persons of school for the first half of the current year, which you will forthwith fill up

and forward to your I ocal Superintenden!. The object of this provision of the Act is, to make the doings of each School Section during each halt year the basis of its partial, ation in the School Fund for such half year. On this subject, I ref r you to what I have stated at length in my Circular to Loral Superintendents.

8. In the first thirteen sections of the Supplementary School Act, there are other provisions relative to Trustees, on which I need not remark, but all which are designed to increase the efficiency of the office of Trustee. The 15th section of the Supplement ry School Act, conf is upon School Arbitrators fu'l powers to give effect to their decisions, and prohibits from being brought before a Court of Law, any question of dispute between Taustees and Teachers, which may be referred to arbit ation. The office of School Trustee, being now one of great polver as well as of responsibility, I trust that you will earnestly labour to fulfil its high o jects, and thus become instruments of unspeakable good to the rising and fature generations of our country.

> I have the honour to be, Gentlemen, Your obedient Servant, E. RYE.(SON.

EDUCATION OFFICE, Toronto, 26th Jane, 1853.

# [DEFICIAL.]

Circular to Boards of School Trustees in Cities, Towns and Incorporated Villages in Upper Canada.

GENTLEMEN,-It may be proper for me to direct your attention to two or three provisions of the Supplementary School Act.

- 1. By the first section of this Act, each Board of School Trustees is invested with authority (f it shall judge it expedient) to levy and collect rates for any School purpose whatever. This provision d es not lessen the obligation of the Municipal Council of any City, Town, or Village to provide, from time to time, such sum or sums, in such manner and at such times, as the Board of School Trustees shall require; and the Court of Queen's Bench have decided that such is the duty of each Municipal Council referred to. I hope it is not likely that any such Municipal Council will hereafter refuse or hesitate to perform this duty. But there have been retusals, especially on the part of several Village Counci's, and the Board of School Trustees in such cases have been subjected to expense, embarrassment, and delay. This Section of the Supplementary Act is designed to enable Trustres to proceed immediately in all such cases, if they shall think it advisable, to levy and collect such rates as they may require, instead of proceeding against the Municipal Council before the Court of Queen's Bench; and the responsibility and odium of any additional expenses which a Board of School Trustees may thus incur, will fall upon the Council refusing or neglecting to perform its duty.
- 2. The 13th Section of the Supplementary Act restricts, from the beginning of the current year, all rate-bills to a sum not exceeding one shilting and three pence per month for each pupil attending school. All the expenses of the schools under your charge, over and above this rate-bil, must be provided for by a rate on property.
- 3. As all the schools in each city, town, or incorporated village, are under the man gement of one Board, it is not required to distribute the the School Fund to each of such Schools as is required among the several School Sections of a Township. The Board of School Trustees will exercise their own discretion in regard to the sum or sums they may expend in say port of each School under their charge.
- 4. By the provisions of the 4th section of the Supplementary Act, it will be seen that Seperate Schoo's are not to share in the Municipal Assessment part of the School Fun l. As the average attendance of pupils for the whole year is the basis of distribution under this section of the Act, the one-half of the sum payable to a Separate School for the year, should be paid at the end of the first half year, and the other half (more or less) at the end of the second half year. The Trustees of each Separate School must make to your Local Superlate ident the 8 mi-annual returns required by this section of the Act; and he should visit each Sejarate School to see that the register is properly

kept, and that the attendance corresponds with the returns, in the same manner as he is to visit the other schools under his charge for the same purposes. Where exemption is sought from the payment of the ordinary school rates, care should be taken that no parties be exempted except those who tubil the conditions in which such exemption is permitted.

5. The provisions of the 4th section of the Supplementary Act, while leaving the ap licants for S parate Schools not the slightest pretext of con plaint or agitation against the school system, will not, in the least, embarrass you in your proceedings, or retard the noble and successful endeavors which are making to provide suitable school accommodati n and good schools for all the children in our cities, towns, and villages in Upper Canada.

> I have the honor to be, gentlemen, Your obedient servant.

E. RYERSON.

EDUCATION OFFICE. Toronto, June 27th, 1853. 💂

# PROVINCIAL CERTIFICATES GRANTED BY THE CHIEF SUPERINTENDENT OF SCHOOLS.

# DEPARTMENT OF PUBLIC INSTRUCTION FOR UPPER CANADA.

EDUCATION OFFICE, TORONTO, 18th June, 1853.

THE Chief Superintendent or Schools, under the authority of the Upper Canada School Act of 1850, has granted the undermentioned Students of the Normal School, at the close of the Ninth Session, Provincial Certificates of Qualification as Common School Teachers in any part of Upper Canada.

The Section of the School Act of 1850 (which has not hitherto been acted upon,, under the authority of which these Certificates are granted, is as follows:-

XLIV. And be it enacted, That it may and shall be lawful for the Chief Superintendent of Schools, on the recommendation of the teachers in the Normal School, to give to any teacher of Common Schools a certificate of qualification, which shall be valid in any part of Upper Canada, until revoked according to law: Provided always, that no such certificate shall be given to any person who shall not have been a student in the Normal School.

The Certificates are divided into three classes, in accordance with the Programme prescribed by the Council of Public Instructions, as contained in the General Regulations, and according to all which Teachers in Upper Canada are required to be examined and classified. The First and Second classes are valid until revoked, and the Third Class until the First day of July 1854.

[N. B.-Each Certificate is numbered and recorded in the Register of the Department in the following order:]

### FIRST CLASS.

- 1. Archibald McCallum.
- John H. Sangster, Sampson Paur Robins.
- Dorcas Cark.
- Catharine Johnson.
- Anna Mills Morrison. Marie E. Toof. Hul late L. Whiteomb.
- Alexander Martin.
- Warren Rock.
- 11. Benjamin Caarlton. 12. Samuel Rathwell.
- 13. Henry T. B. de Sculamore.
- 14. William Warren Trull.
- 15. Grafia Patrick Lation.
- 16. Patrick O'Brien.
- 8ECOND CLASS. 17. Willia a Taylor Boyd.
- 18. Robert Arenibald Campbell.
- John Statmons,
- 20. William Vandon.
- Niel alcTiggart.
- 22. Francis Rae

# SECOND CLASS (continued),

- 23. John Clarke.
- 24. John Elson.
- 25 Anna Flemming.
- 26. El z deth R. Robinsor. 27. Jounetto Gray Foster.
- Jane Smith.
- 29. Rose Saunders.
- 80. El.za Barber. 31
- Minute Robertson. Anne Siggins.
- Emily M. Cark. 83.
- 84 Lydia L. Hugar.
- E izabeth Maria Magan. 85.
- 86. Amanda Walker.
- Enza J. Farland.
- Azu ah Hagar.
- 89. Menssa Smith.
- 40. Pase je Louisa Sharp.
- 41. Constitut Anne Hendry.
- 42. Elen Daniell.
- 43 Et zabech Bed.
- Early Rice.
- 45. Marius Hoig



TRIED CLASS. Certificates in this Class are valid

[Certificates in this Class are valid until 1st July, 1854, and no longer.] 59. Anno J. Quinn. 60. Edward J. R. Curry. 61. Daniel L. Simmons. 62. Richard Jones. 62. Richard Jones. 63. Charles Minchin. 64. Angus McDiarmid.

50. Caroline Lemon. 51. Mary Stuart. 52. Annie C. Hume.

53. Pamelia Wilson. 54. Charlotte Sophia Smith. 55. Esther Wilson.

56. Mary Simmons.57. Elizanah Vanalstine. 58. Margaret Buyers.

E. RYERSON,

Chief Superintendent of Schools, U. C.

65. Frederick Felker.

69. William Freeman.

70. Alexander McKenzie.

William Henry King.

72. Frederick H. S. Pritchard.

66. John Campbell.

68. Edward Pew.

71. Charles Howe.

# FIRST CLASS TEACHER WANTED.

67.

THE situation of FIRST CLASS TEACHER (Common School) in this place having unexpectedly become vacant, notice is hereby-given, that said situation is now open for applicants, the salary being eighty-four pounds Currency, per annum to 1st January next, with the probability of an advance from that time, should the services of the party have proved sufficiently sat-

A superior Teacher is required, and none need apply without satisfactory testimonials as to ability and character.

Applications (pre-paid) will be received by the undersigned until the 1st July next. Wn. HILLYARD,

Prescott, June 14, 1853.

Chairman Bd. Sc. Trustees.

THIRD CLASS (continued).

# TO GRAMMAR SCHOOL TEACHERS.

CANDIDATES for the situation of Masters of the Grammar School, who will also be Principal of the Public School, Perth, now vacant, are requested to forward their applications with testimonials of moral character, and success in teaching, by the First of July, and present themselves, if required, for examination at the Grammar School in Perth, on the Ninth day of July next. Lowest Salary £200. The subjects of examination will

Homer, Iliad Book VI. Lucian, Life and Timon.

Horace, Odes.

Translations from English into Latin and Greek.

Ancient Geography and Mythology. Greek and Roman History and Antiquities.

Arithmetic, Algebra to Quadratics inclusive. Geometry, First Six Books Euclid.

Elements of Natural Philosophy. By order of the Board of Trustees.

Perth, County of Lauark, May 10, 1853.

Also—Candidates for the situation of Principal of the Female Department of the Perth Public School—Salary liberal—will please forward similar testimonials—and if possible, present themselves at the same time for examination as to qualification.

By order of the Board of Trustees, Town of Perth.

WANTED immediately, a SCHOOL TEACHER for School Section No. 7, in the Township of Mann County County in the Township of Mono, County of Simcoe. Apply to the Trustees, Mono .- 25th June, 1853.

# WILLIAM HODGINS,

ARCHITI.CT AND CIVIL ENGINEER,

CITY ENGINEER'S OFFICE, CORNER OF JAMES AND HENRY STS., HAMILTON, C. W.

HAVING acquired much experience in the practice of ECLESIASTICAL, DOMESTIC, and SCHOOL ARCHITECTURE, in Great Britain, is prepared to receive Commissions from persons intending to erect Buildings of these descriptions in Canada, and requiring Professional assistance.

Designs for Grammar and Common Schools and their appendages, of different Classes, with detailed Plans and Specifications, and in accordance with the recommendations of the best authorities of the day, will be prepared and forwarded to any part of the Province, on receipt of the necessary instruc-Parties interested are referred to the Public School-houses at Perth,

St. Catherines, and the Primary Ward Schools of the City of Hamilton, recently erected or now in the course of erection, under his superintendence.

W. H. does not confine himself solely to these departments, but tenders his services in every other branch of his profession; assuring those who may found him with their instances in the profession. favor him with their instructions, that in the Designs he may have the honor to submit, Purity of style, Strength of construction, and Economy of space and material, shall always be most carefully studied, and the most unremitting attention paid to the efficient supervision of any work entrusted to him.

Hamilton, June 5th, 1858.

#### VENTILATION.

TO SCHOOL TRUSTEES AND SCHOOL TEACHERS, AND TO THE PARENTS OF SCHOOL CHILDREN THROUGHOUT THE PROVINCE.

IN order to disseminate as early and as widely as possible the advantages to the health of the Teachers and Children, certain to result from the VENTILATION OF SCHOOL HOUSES, the Subscriber thinks it necessary to refer you to two Extracts only—taken from a large number which have been sent him, and published—referring to the VENTILATION OF DWELLING as well as SCHOOL HOUSES.

Extract of a Letter from Robert Newbery, Esq., Teacher of School No. 8, Belleville, and dated 17th March, 1853:

"Having tested your Ventilating Apparatus in my School-rooms during the past winter, I cannot but recommend it as being the best been ever conferred upon society, especially for School-rooms, where, I believe, most diseases which affect us in after life are engendered. There is now an expression of health and cheerfulness among my pupils never before witnessed. As regards warming, I consider it to be a saving in fuel, consuming no more than half a cord of wood in both stoves per week during the coldest weather. The room is in size 60 × 35 feet, and 14 feet between joists, and is warmed equally throughout; this I attribute to the exhaustion of the warmed and outgoing air under the floor and scholars' feet."

Extract from a Report of the Board of School Trustees for Belleville, dated 18th April, 1853:

"The Heating and Ventilating process invented by Mr. Ruttan, of Cobourg, has been introduced in the School-house (No. 3) in Samson ward, and has already been found to be so well adapted towards the comfort, and so promotive of the health of the scholars, and at the same time is so economizing in the consumption of fuel, that the Board intend to apply it to the other avail themselves with pleasure of this opportunity publicly to acknowledge the laudable zeal of the inventor, and the great utility of his invention."

The Subscriber can only further say that if the Trustees of any School

Section will furnish him with a rough sketch of the Building they design to erect, he will, with much pleasure, furnish them with ample instructions and drawings necessary to combine the Ventilating process; he has further to state that Messrs. J. R. Armstrong and Company, Ironfounders, Toronto, will furnish the Ventilating Stoves, &c.

Cobourg. 29th April, 1853.

H. RUTTAN.

## PROFESSOR SULLIVAN'S SCHOOL-BOOKS.

PROFESSOR SULLIVAN, of the Irish Education Board, begs to inform the BOOKSELLERS and HEADS OF EDUCATIONAL ESTABLISH-MENTS in British America, that he has made arrangements by which Ma.
Darling of Montreal, who will be enabled to supply them with the NEW and
IMPROVED Editions of his School-Books, on the same terms as the Messrs.
Longman supply them to the Trade in England. The following are the titles, and latest editions of those books, with the prices at which they are sold to the public in Great Britain and Ireland:

Geography Generalized. 16th Edition. Price 2s. sterling.
 Iutroduction to Geography and History. 20th Edition. Price 1s. ster.
 The Spelling-Book Superseded. 27th Edition. Price 1s. 4d. sterling.
 An Attempt to Simplify English Grammar. 16th Edition. Price 1s. ster.

The Dictionary of Derivations. 6th Edition. Price 2s. sterling.
 A Dictionary of the English Language. Price 3s. 6d. sterling.
 The Literary Class-Book, or Readings in English Literature. Price 2s 6d.

sterling. Irish Education Office, Dublin, April, 1853.

# MAPS OF CANADA AND BRITISH NORTH AMERICA, GLOBES, &C. &C.

FOR SALE at the Depository in connection with the Education Office. Toronto. Maps of UPPER and LOWER CANADA, NOVA SCOTIA, Tonto. Maps of UPPER and LOWER UANADA, NOVA SEED NEW BRUNSWICK, &c., with the new County Divisions of Upper and First Series, 22 by 28 inches (partly outline, lithographed), -

Second do. (much fuller, and lithographed), Smith's Map of Upper Canada, 18 by 24 inches (very full, engraved 0 7 on copper), - - Cornell's 9 inch Globe, with Stand, each -0

2 10 Copley's 16-inch Globe, with Stand, - - - - - Holbrook's Apparatus, per box with (improvements), -5 0 0 5 10 Box of Geological Specimens (30), U 10

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All communications to be addressed to Mr. J. GRORGE HOLGINS.

Education Office, Toronto.



# JOURNAL OF

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# EDUCATION,

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No. 7.

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The July, August, and September numbers of the Journal of Education are printed and sent forth together, in order that the whole of the Catalogue of Books for Public School Libraries, and the Circulars and Regulations respecting the modes of their establishment and management may be laid before the local municipal and school authorities at one and the same time.

N.B.—No Book mentioned in this Catalogue will be disposed of to any private individual, or for any other purpose than for that of Public Libraries.

OFFICIAL CIRCULARS FROM THE CHIEF SUPER-INTENDENT OF SCHOOLS TO TOWNSHIP COUNCILS AND TRUSTEES, UPON THE ESTAB-LISHMENT AND MANAGEMENT OF PUBLIC SCHOOL LIBRARIES.

1. To the Reeve of each Township Municipality in Upper Canada.

SIR,—I herewith transmit to you, to be laid before the Council over which you have been chosen to preside, a copy of the Catalogue of the Books which have been sanctioned, according to law, for Public School Libraries, and also a copy of the Regulations according to which these Libraries are to be established and conducted—thus completing the arrangements for giving effect to the last, if not the most important, branch ofour system of Public Elementary Instruction.

2. By the Regulations, it will be seen that the widest discretion possible is confided to the Township Municipalities, in the kind of Libraries and mode of establishing them, while the duties of all parties concerned in the management and use of these Libraries are so fully and plainly stated, as to prevent all doubts or mistakes respecting them. The Local Councils and Trustees are relieved from the responsibility and odium of imposing penalties or forfeitures in any case whatever; these are all specified in the General Regulations; and it only remains for the Municipal and School authorities to investigate and decide upon the facts of each case of alleged delinquency, and act ac-

cordingly. The most of these Regulations—especially those which relate to the forfeitures incurred for the detention, loss, or abuse of books—are adopted from the State of New York where much experience has been acquired in the management of Public School Libraries. And that experience has shown that a strict adherence to these Regulations is absolutely necessary to the maintenance of harmony among all parties concerned, and to the preservation and usefulness of the Libraries.

3. In preparing these regulations, I have sought to give effect to the views and feelings which were generally expressed at nearly all the County School Conventions which I attended last winter. But these regulations are necessarily an experiment in this country. It is very possible, if not probable, that experience may suggest some modifications of them. I shall, in common with the other members of the Council of Public Instruction, be happy to be favored with the results of your own experience and observation on the operation of these regulations; for I am intensely anxious that we should not only have, in all its branches and aspects, the best school system in the world, but that our fellow-citizens at large should feel that it is so, and that it is their own—the creation of their joint counsels, efforts, and patriotism—their own priceless legacy to posterity.

4. In regard to the selection and procuring of the books mentioned in the catalogue, I may observe, that it is not easy to conceive, and it is needless that I should attempt to describe, the amount of time, labour, and anxiety which has been expended in devising and maturing this system of Public School Libraries, in making arrangements in Great Britain and the United States for procuring these books on advantageous terms, and in selecting them from a much larger number of works on the same subjects; nor am I yet able myself to form an accurate idea of the extent of the additional labour and responsibility incurred by making this Department the medium and agent of providing the Public School Libraries throughout the Province with the Books for which the Municipalities may think proper to apply. But on no part of the work which I have undertaken, do I reflect with more interest and pleasure than on that of rendering accessible to all the Municipalities of Upper Canada—even the most remote—books of instruction and useful entertainment which would not have otherwise come within their reach, and that at prices which will save them thousands per annum in the purchase of them—thus adding to their resources of knowledge and enjoyment by the variety and

character of books to which they can have access, and the increase of facilities and the reduction of expenses in procuring them. It will be seen that the books selected, embrace nearly the whole field of human knowledge—at least so far as it is embraced in works of popular reading-including the best works of the kind that issue from both the English and American press, and enabling each youth of our land to converse with the learned and the wise of all ages and nations, and on any subject of intellectual inquiry or of practical life. By our system of Schools we are putting it into the power of every Canadian to read, and read he will, whether for good or for evil; and his ability to read will prove a blessing or a curse, according to the manner in which he exercises it. By our system of Libraries, we are providing them with wholesome and entertaining reading on almost all subjects, without the poison of publications which are calculated to enfeeble the mind, and vitiate the taste, and corrupt the morals. Perhaps to no books in the catalogue will attention be more readily directed, than to those which relate to Natural History, Manufactures, useful Arts, and Agriculture,-presenting in attractive forms the wonders, beauties, and curiosities of Nature, and those various creations of science, genius and industry, to which our age owes its preëminence over any preceeding age of mankind. It is not to be supposed that every reader will or can read every book in the catalogue, but the variety of books affords the means of gratifying every variety of rational want, interest, and taste. I hope, at the same time, to be able to make valuable additions to this Catalogue of books from year to year, and especially the coming year; and I shall be happy to receive suggestions from any quarter for that

- 5. It now remains for the Municipalities to act; and before I can proceed any further, I must know what the municipalities are willing to do in regard to the establishment of public school libraries. I am prepared to apportion the sum of £9,000 among those municipalities who will co-operate as the law requires, between this and the first day of next July, in the establishment of these libraries; but I cannot say what sum I shall be able to apportion to each municipality, until I know how many municipalities will accept the offer, and thus become entitled to the benefits of the apportionment.
- 6. I beg, therefore, that you will have the goodness to inform me at your earliest convenience, and at the latest by the twentieth of next September, what sum your municipality will raise for library purposes in addition to any sum I may be able to apportion to it out of the School Library Grant; also when you will be prepared to pay that sum, on condition of getting the books desired at the time which you may specify. If you can pay by the twentieth of October the sum you propose to raise for the purpose of establishing a library, or libraries, I shall be able to procure the books which you may desire before the close of navigation, and you will have the advantage of their perusal during the ensuing winter.
- 7. Then as to the selection of books for your libraries, I shall have pleasure in doing all in my power to give effect to your wishes, and promote your interests; and I will do so in any of the following ways: First, if you select and state the books you wish to procure, I will see that the books specified are procured and forwarded to you. Or, secondly, if you designate certain books or classes of books you desire, or do not desire, and refer the selection of the rest to me, I will act for

you. Or, thirdly, if you state the amount you are prepared to expend for library books, and wish me to select such books from the general catalogue as I may think best for a library costing a certain sum, I will do the best I can for you. The first of these modes of proceeding, would be the least troublesome and the most agreeable to me; but I am willing to adopt either of the other modes, should you desire it. I will thank you to let me know, in your reply, what books you desire, or in what way you wish to have a selection of them made. The works may be more conveniently designated by their catalogue numbers, under each general division, than by their titles. I hope you will see that in every case, the library is sufficiently large to allow one or two volumes at a time in each family.

8. In the catalogue will be found short descriptive or characteristic notices of many of the books. For the opinions expressed in these notices, I am alone responsible. I hope to be able to prepare, in successive months, similar notices of the rest of the books contained in the catalogue.

Hoping to be favoured with your answer with as little delay as possible,

I have the honor to be, Sir, Your obedient servant,

E. RYERSON.

Education Office, Toronto, 3rd August, 1853.

2. Official Circular to Boards of School Trustees in Cities, Towns, and Incorporated Villages in Upper Canada.

GENTLEMEN,—You will herewith receive copies of my Circular to Township Councils and of the regulations which have been adopted, in regard to the establishment and management of public School Libraries, together with the first catalogue of the books, which have been selected for those Libraries. To that Circular and to those regulations I refer you for all that I think it necessary to say on the important subjects to which they relate.

2. By the third clause of the twenty-fourth section of the School Act of 1850, each Board of Trustees is authorized "to do whatever they may judge expedient for the establishment of a School Library or School Libraries." In the terms of my Circular to Township Councils, I beg that you will inform me, at your earliest convenience, and at the latest by the 20th of next September, what sum, (in addition to any sum I may be able to apportion from the School Library grant,) you will cause to be raised between this and the first day of next July, for the establishment of a School Library or School Libraries; at what time you will be prepared to advance such sum; and what books you desire, or in what manner you wish to have them selected.

I have the honor to be, Gentlemen,

Your obedient servant, E. RYERSON.

Education Office, Toronto, 3rd August, 1853.

3. Official Circular to Trustees of School Sections in Upper Canada.

Gentlemen,—By the 17th clause of the twelfth section of the School Act of 1850, the Trustees of each School Section are authorised "to appoint a Librarian, and to take such steps as they may judge expedient, and as may be authorised according to law, for the establishment, safe keeping and proper management of a School Library, whenever provision shall have been made and carried into effect for the establishment of School Libraries."

- 2. I beg to call your particular attention to the accompanying Circular to Township Councils, and to the regulations for the establishment of public School Libraries, and also to the catalogue of books for these Libraries. In the circular and regulations, in connexion with the above cited provisions of the School Law, you will not fail to observe the responsible duties which devolve upon you in giving effect to this new department of our system of public instruction; and I trust your own feelings will fully respond to those duties and to the public expectations and interests in this vitally important work. This first catalogue of Library Books shews the treasures of various and useful knowledge, which with your coöperation and that of the Township Municipalities, may be made accessible to all the inhabitants and youth of Upper Canada.
- 8. I have only too add, that if any Township Council declines to act in the establishment of Public School Libraries, I shall be happy to hear from the Trustees of individual School Sections in such Township, in the terms of my Circular to Township Councils.

I have the honor to be, Gentlemen,

Your obedient servant,

E. RYERSON.

Education Office, Toronto, 3rd August, 1853.

PUBLIC SCHOOL LIBRARIES FOR UPPER CANADA.

GENERAL PRINCIPLES ON WHICH BOOKS HAVE BEEN SELECTED FOR THE LIBRARIES.

(Extracted from the Minutes of the Council of Public Instruction for Upper Canada.)

The Council of Public Instruction for Upper Canada deems it proper to state its principles of proceeding in performing the important and responsible task of selecting books for these Public School Libraries.

- 1. The Council regards it as imperative, that no works of a licentious, vicious, or immoral tendency, and no works hostile to the Christian Religion, should be admitted into the Libraries.
- 2. Nor is it, in the opinion of the Council, compatible with the objects of the public School Libraries, to introduce into them controversial works on Theology, or works of denominational controversy; although it would not be desirable to exclude all historical and other works in which such topics are referred to and discussed, and it is desirable to include a selection of suitable works on the evidences of Natural and Revealed Beligion.
- 8. In regard to books on ecclesiastial history, the Council agrees in a selection from the most approved works on each side.
- 4. With these exceptions, and within these limitations, it is the opinion of the Council that as wide a selection as possible should be made of useful and entertaining books of permanent value, adapted to popular reading in the various departments of human knowledge—leaving each Municipality to consult its own taste and exercise its own discretion in selecting books from the general catalogue.

- 5. The including of any books in the general Catalogue, is not to be understood as the expression of any opinion by the Council in regard to any sentiments inculcated or combatted in such books; but merely as an acquiescence on the part of the Council in the purchase of such books by any Municipality, should it think proper to do so.
- 6. The general catalogue of books for public School Libraries may be modified and enlarged from year to year, as circumstances may suggest, and as suitable new works of value may appear.

REGULATIONS FOR THE ESTABLISHMENT AND MANAGEMENT OF PUBLIC SCHOOL LIBRARIES,

Adopted on the 2nd of August, 1853.

THE Council of Public Instruction for Upper Canada, as authorised by the 38th section of the School Act of 1850, make the following regulations for the establishment and management of Public School Libraries:—

- I. There may be School Section Libraries, or Township Libraries, as each Township Municipality shall prefer. In case of the establishment of a Township Library, the Township Council may either cause the books to be deposited in one place, or recognise each School Section within its jurisdiction as a branch of the Township Library Corporation, and cause the Library to be divided into parts or sections, and allow each of these parts or sections of the Library to be circulated in succession in each School Section.
- II. Each Township Library shall be under the management of the Township Corporation; and each Branch or School Section Library shall be under the management of the School Section Corporation. The Township Council shall appoint or remove the Librarian for the Township; and each Trustee Corporation shall appoint or remove the Librarian for the School Section, as already provided by the seventeenth clause of the twelfth section of the School Act of 1850.
- III. Each Township Council and each School Section Corporation receiving Library books, must provide a proper case for the books, with a lock and key; and must cause the case and books to be kept in some safe place and repaired when injured; and must also provide sufficient wrapping paper to cover the books, and writing paper to enable the Librarian to keep minutes of the delivery and return of books, and write the needful notes or letters. The Members of the Township and School Section Corporations are responsible for the security and preservation of the books in their charge.
- IV. When any books are taken in charge by the Librarian, he is to make out a full and complete catalogue of them; and at the foot of each catalogue, the Librarian is to sign a receipt to the following effect:—
- "I, A. B., do hereby acknowledge that the books specified in the preceding catalogue have been delivered to me by the Municipal Council of the Township of——, er (as the case may be,) by the Trustees of School Section No.——, in the Township of——, to be carefully kept by me as their Librarian, for the use of the inhabitants within their jurisdiction, according to the regulations prescribed by authority of the Statute, for the management of Public School Libraries, to be accounted for by me according to said regulations, to said Council, (or Trustees, as the case may be,) and to be delivered to my successor in office. Dated, &c." Such catalogue, with the Librarian's receipt,

having been examined by such Council or Trustees, or some person or persons appointed by them, and found to be correct, shall be delivered to such Trustees or Council, and shall be kept among their official papers.

V. The Librarian is accountable to the Trustees or Council appointing him, for the cost of every book that is missing, or for the whole series of which it formed a part. The Librarian is also accountable, in like manner, for any injury which a book may appear to have sustained, by being soiled, defaced, torn, or otherwise injured; and can be relieved from such accountability only by the Trustees or Council, on its being satisfactorily shown to them, that some resident within their jurisdiction is chargeable for the cost of the book so missing, or for the amount of injury so done to any work.

VI. The Librarian must see that in each book belonging to the Library, the number of the book and the name of the Library to which it belongs shall be written, either on a printed label pasted inside the cover of the book, or on the first blank leaf of it; and he is on no account to deliver out any book which is not thus numbered and identified. He is also to cause all the books to be covered with strong wrapping paper, on the back of which is to be written the title of the book, and the number in large figures. As new books are added, the numbers are to be continued, and they are in no case to be altered; so that if the book be lost, its number and title must still be continued on the catalogue, with a note that it is missing.

VII. The Librarian must keep a blank book, which may consist of a few sheets of writing-paper stitched together—ruled across the width of the paper, so as to leave five columns of the proper size, for the following entries—to be written lengthwise of the paper: In the first column, the Title and No. of the Book; in the second column, the Name and Residence of the person to whom delivered; in the third column, Date of Delivery; in the fourth column, the Date of its Return; in the fifth column, Remarks respecting the Condition of the Book, as good, injured, torn, or defaced, &c., in the following form:—

TITLE AND NO. OF	TO WHOM	WHEN	WHEN	CONDITION OF
THE BOOK.	DELIVERED.	DELIVERED.	RETURNED.	THE BOOK.

As it will be impossible for the Librarian to keep any trace of the Books without such minutes, his own interest, as well as his duty to the public, should induce him to be exact in making his entries at the time any book is delivered; and when it is returned, to be equally exact in noticing its condition, and making the proper minute.

VIII. The Librarian is to act at all times and in all things according to the orders of the Corporation appointing him; and whenever he is removed or superseded, he is to deliver to his successor, or to the order of his Trustees or Council, all books, catalogues, and papers appertaining or relating to the Library; and if they are found to be satisfactory, his Trustees, or Council, or successor in office, shall give him a receipt to that effect. But if any of the books shall have been lost, or in anywise injured, the Librarian shall account and pay for such loss or injury, unless released by his Trustees or Council.

IX. The Trustees and Council are to attend faithfully to the interests of their Library; they are, at all times, when they

think proper, and as often as possible, to examine the books carefully, and compare the books with the catalogue, and note such as are missing or injured; and to see that all forfeitures are promptly collected, and that injuries done to books are promptly repaired, and that the Library is properly managed and taken care of.

- X. The following are the regulations for the care and use of the books in the Library:—
- 1. The Librarian has charge of the books, and is responsible for their preservation and delivery to his successor, or to the order of his Trustees or Council appointing him.
- 2. A copy of the Catalogue of the books is to be made out and kept by the Librarian, and open to the inspection of all persons entitled to get books from the Library, at all seasonable times, or at such times as may be determined by the Trustees or Council.
- 3. Books are to be delivered only to residents of a School Section in which a Library or Branch Library is established; or to the residents of a Township, where Branch School Section Libraries do not exist.
- 4. Not more than one book can be delivered to a person at a time; and any one having a book out of the Library must return it before he can receive another.
- 5. No person upon whom a forfeiture has been adjudged under these regulations, can receive a book while such forfeiture remains unpaid.
- 6. Each individual residing in a School Section, of sufficient age to read the books belonging to the Library, shall be entitled to all the benefits and privileges conferred by these regulations relative to Public School Libraries; but no person, under age, can be permitted to take a book out of the Library, unless he resides with some inhabitant who is responsible for him; nor can he receeive a book if notice has been given by his parent, or guardian, or person with whom he resides, that he will not be responsible for books delivered to such minor. But any minor can draw a book from the Library, on depositing the cost of such book with the Librarian.
- 7. Where there is a sufficient number of volumes in a Library to accommodate all the residents of the School Section who wish to borrow, the Librarian may permit each member of a family to take books as often as desired, as long as the regulations are punctually and fully observed. But where there are not books enough to supply all the borrowers, the Librarian must accommodate as many as possible, by furnishing each family in proportion to the number of its readers or borrowers, or by delivering not more than one book at a time for each family.
- 8. Every book must be returned to the Library within as many weeks after it shall have been taken out, as it contains hundreds of pages—allowing one week for the reading of a hundred pages; but the same person may again take the same book, if application has not been made for it, while it was so out of the Library, by any person entitled who has not previously borrowed the same book—in which case such applicant shall have the preference in the use of it. And where there have been several such applicants, the preference shall be according to priority in the time of their applications, to be determined by the Librarian.
- 9. If a book be not returned at the proper time, the Librarian is to report the fact to the Trustees, and he must exhibit to them every book which has been returned injured by soiling

defacing, tearing, or in any other way, before such book shall be again loaned out, together with the name of the person in whose possession it was when so injured.

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- 10. For each day's detention of a book beyond the time allowed by these regulations, the forfeiture of one penny shall be incurred by the borrower,\* and shall be payable forthwith to the Librarian.
- 11. For the destruction or loss of a book a forfeiture shall be incurred by the borrower equal to the cost of the book, or of the set, if the book be one of a series. And on the payment of such forfeiture, the party paying it shall be entitled to the residue of the series.
- 12. For any injury which a book may sustain by a borrower, and before its return, a forfeiture shall be incurred by such borrower, of not less than three pence half-penny for every spot of grease or dirt upon the cover, or upon any leaf of the volume; for writing in or defacing any book, or for cutting or tearing the the cover, or the binding, or any leaf, not less than six pence or more than the cost of the book.
- 13. If a leaf be torn out, or so defaced or mutilated that it cannot be read, or if any thing be written in the volume, or any other injury done to it, which renders it unfit for general circulation, the Trustees shall consider it a destruction of the book, and the forfeiture shall be incurred accordingly, as above provided in case of the loss of a book.†
- 14. When a book shall have been detained seven days beyoud the time allowed by these regulations, the Librarian shall give notice to the borrower to return the same within three days. If not returned within that time, the book may be considered as lost, and the forfeiture imposed in such case as incurred accordingly.
- 15. When in the opinion of the Librarian any forfeiture has been incurred by any person under these regulations, he shall refuse to deliver any book to the party liable to such fine until the Trustees shall have decided upon such liability.
- 16. It is the special duty of the Librarian to give notice to the borrower of a book that shall be returned injured, to show cause why he should not pay the forfeiture incurred. Such notice may be given to the agent or child, or sent to his house, of the borrower who returns the book; and it should always, if possible, be given at the time the book is returned.
- 17. The Librarian is to inform the Trustees of every such notice given by him, and they shall assemble at the time and place appointed by him, or by any notice given by them, or any one of them, and shall hear the case. They are to keep a book of minutes, in which every forfeiture which, in their judgment, has been incurred, shall be entered and signed by them, or the major part of them, or by their Secretary on their order, and these minutes or a duly certified copy of them shall be conclusive evidence of each of the facts recorded in them.
- 18. It shall be the duty of the Trustees to prosecute promptly for the collection of the forfeitures adjudged by them, and all

\*A forfeiture of six cents per day is imposed in each similar case in the State of New York.

†These forfeitures are the same as in the State of New York in similar

forfeitures shall be applied to in defraying the expenses and increasing the books of the Library.

XI. The foregoing regulations apply to Branch School Section Libraries, as well as to School Section Libraries; also to Township Councils the same as to Trustees of School Sections, and to Township Libraries, the same as to School Section Libraries, and to the residents in a Township in which there are no School Section Libraries the same as to the residents of a School Section; likewise to the Librarian of a Township, the same as to a Librarian of a School Section.

XII. When a Township Councillor or School Trustee shall be notified as having incurred a forfeiture for detaining, injuring, or destroying a book borrowed from the library, he shall not act as a judge in his own case, but such case shall be decided upon by the other members, or a majority of them, of the Township Council or School Corporation authorised to act in the matter. In all cases the acts of of a majority of a corporation are to be considered as the acts of the corporation.

XIII. In order to prevent the introduction of improper books into the Libraries, it is required that no book shall be admitted into any public School Library established under these regulations which is not included in the catalogue of public School Library books, prepared according to law.

XIV. The Council or Trustees have authority, if they shall think proper, (according to the common practice of Circulating Libraries) to require the borrower to deposit with the Librarian a sum equal to the cost of the book taken by him, as a security for its safe return and the payment of any injury which may be done to it.

XV. These regulations shall apply to cities, towns, and incorporated villages the same as to School Sections. By the 4th clause of the 24th section of the School Act of 1850, the Board of Trustees in each city, town and incorporated village has the same authority to establish and maintain "a school library or school libraries," as the Trustees of a School Section have by the 17th clause of the 12th section of the same Act, to establish and maintain "a school library."

XVI. The foregoing regulations being made under the express authority and requirement of the 88th section of the School Act of 1850, are binding upon all parties concerned in the establishment, support, management, and privileges of public school libraries; and all parties act with a full knowledge of those regulations.

XVII. The Local Superintendents of Schools should inspect and inquire into the state and operations of the Libraries or branch Libraries within their respective jurisdictions, and give the results of their observations and inquiries in their annual reports; and each Township and School Section Corporation must report annually, at the time of making the annual School reports, the condition of their Libraries, with the number of volumes in each, and the success and influence of the system.

XVIII. These regulations will be subject to reconsideration and revision from time to time, as experience and the circumstances of the country may suggest.

EDUCATION OFFICE, Toronto, 2nd August, 1858.



# GENERAL CATALOGUE OF BOOKS FOR PUBLIC LIBRARIES IN UPPER CANADA,

WITH SHORT CRITICAL NOTICES, BY THE CHIEF SUPERINTEND-ENT OF SCHOOLS.

- SANOTIONED BY THE COUNCIL OF PUBLIC INSTRUCTION, UNDER THE AUTHORITY OF THE COMMON SCHOOL ACT FOR UPPER CANADA, 13 AND 14 VICTORIA, CHAPTER 49, SECTIONS 35 (5TH CLAUSE)) 38 (5TH CLAUSE) AND 41.
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The Works of Josephus are only second in importance to the Sacred Scriptures as a History of the Ancient Jews. The engravings are good, and the explanatory notes are valuable.

- 2. The Ancient History of the Egyptians, Carthaginians, Amyrians, Babylonians, Medes and Peraians, Grecians and Macedonians. By M. BOLLE. Translated from the French. Revised, Corrected and Illustrated with Maps. In six vols. 8vo., cloth, pp. ii. 318+v, 466+vi, 461+v, 465+vi, 460+vi, 46
- Ibid.—Including a History of the Arts and Sciences of the Ancients. By Charles Rollin. Illustrated with Maps and Plans. With a Life of the Author, by James Bell. In two vols. Large 8vo., sheep. Double columns, pp. xivii, 584-xil. 891=1343. (American Edition.) Price \$2.40.

This standard History is remarkable for the elegance of its style, the purity of its moral and Christian sentiments, the variety of its biograpical aketches and details. It was written for young men in their scholastic studies; but it has been read, and doubtless will be read, with profit and delight by persons of all ages and pursuits.

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Intended as a historical companion of the Bible,—methodical and comprehensive, impartial and cautious; combining the *physical* and *topographical* history of countries with the civil, military, political and literary history of the nations that inhabited them.

4. A Manual of Ancient History:—Containing the Political Bistory. Geographical position, and Social state of the Principal Nations of Antiquity; carefully revised from the ancient writers. By W. C. TAYLOR, LLID. Revised by C. S. HENRY, D.D. Royal 8vo., cloth, pp. xii, 523, (Questions) 35—879. (American Edition.) Price \$1.00.

This Manual is designed both for the student and the general reader. The object of the author is rather to store the mind with principles, than to load the memory with facts. It is with this view that the facts relative to the history of each of the countries of antiquity are related, and they are judiciously preceded in each case by a Geographical Outline of the Natural History of the country itself. It is an excellent introduction to the study of ancient history.

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1

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The author of these lectures was Professor of Modern History in the University of Cambridge, England. The first difficulty a student of history experiences is in the selection of proper authors, and in determining the comparative importance of periods, events and characters. The object of these lectures is to aid the student on these points—to teach him how to read modern history to the best advantage, and what authors should be read. With a better guide on these points, we have not met. The last six of the thirty-six lectures are devoted to the American Revolution, and are impartial according to the judgment of the best American writers. Dr. Jared Sparks, (the American editor of these lectures, the accomplished Biographer of Washington,) says, "It would be difficult to find any treatise on the American Revolution, confined within the compass of six lectures, from which so much can be learned, or so accurate an estimate of both sides of the question can be formed."

43. Introductory Lectures on Modern History:—Delivered in Lent term MDCCCXLII, with the inaugural lecture, delivered in December, MDCCCXLI. By THOMAS ARNOLD, D.D. Edited, with a Preface and Notes, by Hener Reed, M.A. 12mo, cloth, pp. 488. (American Edition.) Price \$1.00

The object of those eight lectures is to explain the nature, objects and province of history—what are the treasures which Modern History contains and how they may best be acquired.—the difficulties attending the study of Modern History, and the criteria of judging historical narratives. The lectures abound in enlarged and enlightened views, and are written in a style of great clearness and eloquence. They are, however, better adapted to young mea of some reading, than to beginners.

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a most emborate history, but characterised by strong party and national feeling. It is the most popular history of the stirring period to which it is confined—from 1789 to 1815—yet written. The author is often more than eloquent—dramatic in his descriptions and narrations.

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46, General History of Civilization in Europe:—From the Fall of the Roman Empire, to the French Revolution. By M. Guizot. With occasional notes. By C. S. HENRY, D.D. In four vols. 12mo., sheep, pp. 316 +424+414+391=1545. (American Edition.) Price \$2.75.

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- 62. The History of the French Revolution:—By M. A. THIERS, late Prime Minister of France. Translated with Notes and Illustrations from the most authentic sources. By FREDERICK SHOBERL. Complete in four vols. Two vols. in one. 8vo., sheep, pp. xii, 435+458+432+472=1809. (American Edition.) Price \$2.75.
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No. 8.

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TORONTO: SEPTEMBER, 1858.

PROCEEDINGS OF MUNICIPAL COUNCILS AND TRUSTEES, RELATIVE TO PUBLIC SCHOOL LIBRARIES.

The following proceedings, together with similar ones noticed in preceding numbers of this *Journal*, indicate a noble feeling, which we hope will soon become general throughout Upper Canada, until every neighbourhood shall be supplied with suitable books for reading:—

YORK TOWNSHIP, August 1st, 1858.

The Rev. E. Ryerson, D. D.

SIR,—I am directed by the Municipality of the Township of York to forward to you a copy of a Resolution passed by the Council, appropriating a sum of money for the purchase of a Township Library.

I have the honour to be, &c. &c.

JOHN WILLSON, T. C.

"Resolved,—That the Council feels it to be their duty to express their admiration of the great progress of education under the improved system. The Council feels anxious to avail themselves of the privilege held forth by the present Government appropriation to purchase a Township Library, for which purpose they have appropriated the sum of two hundred pounds out of the general funds of the Township, levied for the present year, and which will be available about the first of January next."—Carried.

(Signed)

WILLIAM JAMES, Town Reeve.

Passed, August 1st, 1853.

John Willson, T. C.

School Section, No. 12, Puslinch, 26th July, 1858.

Rev. Sir,—We have the honor to inform you that, while it is much to be regretted that the general indifference and occasional hostility with which the appeal of our Municipal Council for an expression of

public opinion throughout the Township, as to the propriety of taxing for the support of a Township Library, has been treated by three-fourths of the sections, furnishes no inducement to that body to devise liberal things, we trust we duly appreciate the patriotic motives and prudent counsels which have originated and placed within reach of the mass of the community such unexampled facilities for its mental and moral elevation.

We look upon this subject as being of the highest national importance, from the consideration that, beyond the merely personal advantages we hope to derive, no observant mind can ponder the signs of the times without perceiving that, on the favorable development of individual character throughout the entire mass of our population, depends not only the maintenance of our religious liberty, but also of our civil and social rights and material interests; because, even in a state whose institutions are theoretically democratic, none but intelligent electors will ever be likely to combine, at the sacrifice of sectional monopolies, to secure and support a strictly honest government. Where the majority of the electors have no strictly personal opinion on political questions, they will necessarily, though unconsciously to themselves, at the bidding of those, who too often abuse the confidence reposed in them in such cases, compel their representatives, whether willing or unwilling, to act both dishonestly and tyrannically, as a matter both of public policy and personal gain. Remove the cause and the effect will cease. Teach the people to judge correctly of their own interests, and they will take care to select proper men to look after them, and withdraw their confidence when they find it has been abused, in spite of party combinations for the perpetuation of abuses.

Being forcibly impressed with these views, we concluded, when the Township in the aggregate had discontinued taxation, to try what could be done by voluntary subscription to raise a Section Library; and the result is, that we have now in hand the sum of twenty pounds (£20), which we are about to place in the bank, until it will be called for in accordance with your general arrangements.

Awaiting further information,

We are, Rev. Sir, your obedient servants,

JAMES EVANS, Trustees of S. S., DAVID STROME, No. 12, Puslineh.

Rev. E. Ryerson, Chief Superintendent of Schools, Education Office.

DEPARTMENT OF PUBLIC INSTRUCTION FOR UPPER CANADA.

EDUCATION OFFICE, Toronto, 6th August, 1853.

GENTLEMEN,

I have the honor to acknowledge the receipt of your letter of the 26th ult., and to express, in reply, my admiration of the intelligent and noble steps you have taken to secure the advantages of a School Library. By my circular to Trustees, which you will receive in the course of a few days with the *Journal of Education* for July, August, and September (published together, and containing the Regulations and Catalogue of Books for Public School Libraries), you will see that I have provided for such cases as yours.

I have the honor to be, &c.,

(Signed)

E. EYERSON. `

Messrs James Evans and David Strome, Trustees, S.S., No. 12, Puslinch, Guelph.

North Dorchester, June 21, 1853.

The Rev. E. Ryerson, D.D.

Sir,—I have much pleasure in communicating to you a resolution of the Municipal Council of North Dorchester, that the sum of forty pounds currency has been levied, to be appropriated to the establishment of a Township Library; an additional sum of ten pounds will be raised by subscription—the whole of which will be placed at your disposal and discretion at any moment.

You will be so good as to send me the proper directions how to proceed, and, if possible, a catalogue of books for the inspection of the Council.

I am, Sir, with very great respect, your obedient servant,

JOHN W. KERR, Local Superintendent.



#### SUGGESTIONS FOR THE PROPER CHOICE AND READING OF BOOKS.

This number contains the conclusion of the Catalogue of Books for Public School Libraries. The manner in which these books may be selected and used to the best advantage by readers generally, and especially by the young, now becomes a matter of great practical importance. On this point we adopt, without reserve, and commend to the careful attention of all concerned, the following Cautions and Counsels, which are extracted from the introduction to Dr. Potter's excellent "Handbook for Readers and Students":-

1. Always have some useful and pleasant book ready to take up in "odd ends" of time. A good part of life will otherwise be wasted. "There is," says Wyttenbach, "no business, no avocation whatever, which will not permit a man who has an inclination to give a little time every day to the studies of his youth."

2. Be not alarmed because so many books are recommended. They are not all to be read at once, nor in a short time. "Some travellers," says Bishop Hall, "have more shrunk at the map than at the way;

between both, how many stand still with their arms folded."

3. Do not attempt to read much or fast. "To call him well read who reads many anthors," says Shaftesbury, "is improper." "Non refert quam multos libros," says Seneca, "sed quam bonos habeas." Says Locke. "This is that which I think great readers are apt to be mistaken in: those who have read of everything, are thought to understand everything too; but it is not always so. Reading furnishes the mind only with materials of knowledge; it is thinking that makes what we read ours. We are of the ruminating kind, and it is not enough to cram ourselves with a great load of collections; unless we chew them over again, they will not give us strength and nourishment."

A mistake here is so common and so pernicious, that I add one more authority. Says Dugald Stewart, "Nothing, in truth, has such a tendency to weaken, not only the powers of invention, but the intellectual powers in general, as a habit of extensive and various reading withour REFLECTION. The activity and force of mind are gradually impaired, in consequence of disuse; and not unfrequently all our principles and opinions come to be lost in the infinite multiplicity and discordancy of our acquired ideas. It requires courage, indeed (as Helvetius has remarked), to remain ignorant of those useless subjects which are generally valued; but it is a courage necessary to men who either love the truth, or who aspire to establish a permanent reputation."

4. Do not become so far enslaved by any system or course of study as to think it may not be altered when alteration would contribute to the healthy and improving action of the mind. These systems begin by being our servants; they sometimes end by becoming masters, and

tyrannical masters they are.

5. Beware, on the other hand, of frequent changes in your plan of study. This is the besetting sin of young persons. "The man who resolves," says Wirt, "but suffers his resolution to be changed by the first counter-suggestion of a friend; who fluctuates from opinion to opinion, from plan to plan, and veers like a weathercock to every point of the compass with every breath of caprice that blows, can never accomplish anything great or useful. Instead of being progressive in anything, he will be at best stationary, and more probably retrograde in all. It is only the man who carries into his pursuits that great quality which Lucan ascribes to Cæsar, næcia virtus stare boco, who first consults wisely, then resolves firmly, and then executes his purpose with inflexible perseverance, undismayed by those petty difficulties which daunt a weaker spirit, that can advance to eminence in any line. Let us take, by way of illustration, the case of a student. He commences the study of the dead languages; presently comes a friend, who tells him he is wasting his time, and that, instead of obsolete words, he had much better employ himself in acquiring new ideas. He changes his plan, and sets to work at the mathematics. Then comes another friend, who asks him, with a grave and sapient face, whether he intends to become a professor in a college; because, if he does not, he is misemploying his time; and that, for the business of life, common mathematics is quite enough of the mathematics. He throws up his Euclid, and addresses himself to some other study, which, in its turn, is again relinquished on some equally wise suggestion; and thus life is spent in changing his plans. You cannot but perceive the folly of this course; and the worst effect of it is, the fixing on your mind a habit of indecision, sufficient in itself to blast the fairest prospects. No, take your course wisely, but firmly; and, having taken it, hold upon it with heroic resolution, and the Alps and Pyrenees will sink before you. The whole empire of learning will be at your feet, while those who set out with you, but stopped to change their plans, are yet

employed in the very profitable business of changing their plans. Let your motto be, Perseverando vinces. Practice upon it, and you will be convinced of its value by the distinguished eminence to which it will conduct you."

6. Read always the best and most recent book on the subject which you wish to investigate. "You are to remember," says Pliny the younger, "that the most approved authors of each sort are to be carefully chosen, for, as it has been well observed, though we should read

much, we should not read many authors."

7. Study subjects rather than books: therefore, compare different authors on the same subjects; the statements of authors, with information collected from other sources; and the conclusions drawn by a writer with the rules of sound logic. "Learning," says Feltham, "falls far short of wisdom; nay, so far, that you scarcely find a greater fool than is sometimes a mere scholar.

8. Seek opportunities to write and converse on subjects about which you read. "Reading," says Bacon, "maketh a full man, conversation a ready man, and writing an exact man." Another benefit of conversation is touched upon by Feltham: "Men commonly write more formally than they practice. From conversing only with books, they fall into affectation and pedantry," and he might have added into many mistakes. "He who is made up of the press and the pen shall be sure to be ridiculous. Company and conversation are the best instructers for a noble nature." "An engagement and combating of wits," says Erasmus, "does in an extraordinary manner both show the strength of geniuses, rouses them and augments them. If you are in doubt of anything, do not be ashamed to ask, or if you have committed an error, be corrected."

9. Accustom yourself to refer whatever you read to the general head to which it belongs, and trace it, if a fact, to the principle it involves or illustrates; if a principle, to the facts which it produces or explains. "I may venture to assert," says Mr. Starkie, speaking of the study of the law, and the remark is equally applicable to other studies, "that there is nothing which more effectually facilitates the study of the law than the constant habit on the part of the student of attempting to trace and reduce what he learns by reading or by practice to its appropriate principle. Cases apparently remote, by this means are made to illustrate and explain each other. Every additional acquisition adds strength to the principle which it supports and illustrates; and thus the student becomes armed with principles and conclusions of important and constant use in forensic warfare, and possesses a power, from the united support of a principle, fortified by a number of dependant cases and illustrations; while the desultory, non-digesting reader, the man of indices and abridgments, is unable to bear in his mind a multiplicity of, to him, unconnected cases: and could be recollect them, would be unable to make use of them if he failed to find one exactly suited to his purpose."

10. Endeavor to find opportunities to use your knowledge, and to apply it in practice. "They proceed right well in all knowledge," says Bacon, "which do couple study with their practice, and do not first study altogether, and then practice altogether."

11. Strive, by frequent reviews, to keep your knowledge always at command. "What booteth," says an old writer, "to read much, which is a weariness to the flesh; to meditate often, which is a burden to the mind; to learn daily, with increase of knowledge, when he is to seek for what he hath learned, and perhaps, then, especially when he hath most need thereof? Without this, our studies are but lost labor.' One of the profoundest and most versatile scholars in England," says Mr. Warren, in his Law Studies, "has a prodigious memory, which the author once told him was a magazine stored with wealth from every department of knowledge. 'I am not surprised at it,' he added, 'nor would you be, or any one that knew the pains I have taken in selecting and depositing what you call my "wealth." I take care always to ascertain the value of what I look at, and if satisfied on that score, I most carefully stow it away. I pay, besides, frequent visits to my "magazine," and keep an inventory of at least everything important, which I frequently compare with my stores. It is, however, the systematic disposition and arrangement I adopt, which lightens the labors of memory. I was by no means remarkable for memory when young; on the contrary, I was considered rather defective on that score,

12. Dare to be ignorant of many things. "In a celebrated satire (the Pursuits of Literature), much read in my youth," says De Quincy, "and which I myself read about twenty-five years ago, I remember to consequently the saddened to pursue the but in fact of universely one counsel there addressed to young men, but, in fact, of universal application. 'I call upon them,' said the author, 'to dare to be ignorant of many things; a wise counsel, and justly expressed; for it requires much courage to forsake popular paths of knowledge, merely upon a conviction that they are not favorable to the ultimate ends of knowledge. In you, however, that sort of courage may be presumed; but how will you 'dare to be ignorant' of many things, in opposition to the cravings of your mind? Simply thus: destroy these false



<sup>\*</sup> Lord Brougham.

cravings by introducing a healthier state of the organ. A good scheme of study will soon show itself to be such by this one test, that it will exclude as powerfully as it will appropriate; it will be a system of repulsion no less than of attraction; once thoroughly possessed and occupied by the deep and genial pleasures of one truly intellectual pursuit, you will be easy and indifferent to all others that had previously teased you with transient excitement."

#### LIBRARIES AND STUDY.

Beside a library, how poor are all the other greatest deeds of manhis constitution, brigade, factory, man-of war—cathedral—how poor is everything in comparison! Look at that wall of motley calf-skin, open those slips of inked rags—who would fancy them as valuable as the rows of stamped cloth in a warehouse? Yet Aladdin's lamp was a child's kaliedoscope in comparison. There the thoughts and deeds of the most efficient men during three thousand years are accumulated, and every one who will learn a few conventional signs-24 (magic) letters—can pass at pleasure from Plato to Napoleon, from the Argonauts to the Affghans, from the woven mathematics of La Place, to the mythology of Egypt and the lyrics of Burns. Young reader! pause steadily, and look at this fact till it blaze before you; look till your imagination summon up even the few acts and thoughts named in the last sentence; and when these visions—from the Greek pirate to the shepherd Scotchman—have begun to dim, solemnly resolve to use these glorious opportunities, as one whose breast has been sobbing at the far sight of a mountain, resolve to climb it, and already strains and exults in his proposed toil.

Throughout the couotry, at this moment, thousands are consulting how to obtain and use books. We feel painfully anxious that this noble purpose should be well directed. It is possible that these sanguine young men, who are pressing for knowledge may grow weary or be misled—to their own and our country's injury. We intend, therefore, to put down a few hints and warnings for them. Unless they, themselves, ponder and discuss these hints and warnings, they

will be useless, nay, worse than useless.

On the selection and purchase of books, it is hard to say what is useful without going into detail. Carlyle says that a library is the true University of our days, where every sort of knowledge is brought together to be studied; but the student needs guides in the library as much say in the university. He does not need rules not rules for rules of the student had not need rules not rules. as much as in the university. He does not need rules nor rulers; but light and classification. Let a boy loose in a library, and if he have years of leisure and a creative spirit he will come out a master mind. If he have the leisure without the original spring he will become a book-worm—a useful help, perhaps to his neighbours, but himself a very feeble and poor creature. For one man who gains weapons from idle reading, we know twenty who lose their simplicity without getting strength, and purchase cold recollections of other men's thoughts by the sacrifice of nature.

Just as men are bewildered and lost from want of guides in a large library, so are others from an equal want of direction in the purchase of a small one. We know from bitter experience how much money it costs a young man to get a sufficient library. Still more hard should we think of it for a club of young men or teachers to do so. But worse than the loss of money are the weariness from reading dull and shallow books, the corruption from reading vicious, extravagant and confused books, and the waste of time and patience from reading idle and impertinent books. The remedy is not by saying 'this book you shall read, and this other you shall not read under penalty; but by inducing students to regard their self-education solemnly, by giving them information on the classification of books, and by setting them to judge authors vigorously and for themselves.

Booksellers, especially in small towns, exercise no small influence in the choice of books—yet they are generally unfit to do so. They are like agents for the sale of patent medicines—knowing the prices but not the ingredients, nor the comparative worth of their goods, yet

puffing them for the commission sake.

If some competent person would write a book on books, he would do the world a great favor; but he had need to be a man of caution, do the world a great lavor; but he had need to be a man of caution, above political bias, or personal motive, and indifferent to the outcries of party. Todd's "Student's Manual," Vericour's "Modern French Literature," and the like, are very good. McCullough's "Rise and Study of History" is, on its peculiar subject, a book of much value. Men will differ in judging the style; but it honestly, learnedly, and in a suggestive, candid way examines the great histories from Herodotte. down. We wish to see it more generally in the people's hands. Occasionally one meets in a Review a comprehensive and just estimate of the authorities on some subject. Hallam's "Literature of Europe," Sismondi and Schlegel are guides of the highest value in the formation of a large library, but we fear their general use in this country is remote. Potter's Hand Book is excellent.

One of the first mistakes a young, ardent student falls into is, that he can master all knowledge. The desire for universal attainment is

natural and glorious; but he, who feels it, is in danger of hurrying over a multitude of books, and confusing himself into the belief that he is about to know everything because he has skimmed many things.

Another evil is apt to grow out of this. A young man who gets a name for a great variety of knowledge is often ashamed to appear ignorant of what he does not know. He is appealed to as an authority, and instead of manfully and wisely avowing his ignorance, he harangues from the title-page, or skilfully parades the opinions of other men as if they were his own observations.

Looking through books in order to talk of them is one of the worst and commonest of vices. It is an acted lie, a device to conceal laziness and ignorance, or to compensate for wit: a stupid device too, for it is soon found out, the employer of it gets the character of being a literary cheat, he is thought a pretender, even when well-informed, and a plagiarist when most original.

Reading to consume time is an honest but weak employment. It is a positive disease with multitudes of people; they crouch in corners, going over novels and biographies at the rate of two volumes a day, when they would have been far better employed in digging or playing shuttlebock. Still it is hard to distinguish between this long-looking through books and the voracity of a curious and powerful mind gathering stores which it will afterwards arrange and use. Indeed, the highest reading of all (what we may name epic reading) is of this class. When we are the youngest and heartiest we read thus. fate and passions of men are all in all to us; for we are then true-lovers -candidates for laurel crowns, assured liberators and conquerors of the earth, rivals of archangels perchance in our dreams. pause then upon the artistic excellence of a book, we never try to look at and realize the scenery or sounds described (if the author make them clear, well and good—if not, no matter)—we hurry on to the end of the shipwreck, or the battle, the courtship, or the journey, palpitating for one hero's fate. This, we repeat, is the highest kind of reading.

This sort of reading is most common in human narrative. Earnest readers of science read their books at first as ordinary people

do their histories, or novels—for the plot.

Some of us can recollect the zealous rush through a fresh book on mathematics or chemistry to know the subtle scheme of reasoning, or understand the just unveiled secrets of nature—as we read "Sinbad the Sailor" or "Mungo Park's Travels."

But most readers of science read in order to use it. They try to acquire command over each part for convenience sake, and not from curiosity or love. All men who persevere in science do this latter mainly; but all of them retain or acquire the epic spirit in reading, and we have seen a dry lawyer swallow a stiff treatise, not thinking of its use in his arguments, but its intrinsic beauty of system and accuracy

He who seeks to make much use, too, of narrative literature (be it novel, poem, drama, history, or travel) must learn scientific, as well as

epic, reading.

He need not formally criticise and review every book, still less need he pause on every sentence and word till the full meaning of it stands before him.

But he must often do this. He must analyse as well as enjoy. must consider the elements as well as the argument of a book just as, long dwelling on a landscape, he will begin to know the trees and rocks, the sun-flooded hollow, and the cloud-crowned top which go to make the scene-or, to use a more illustrative thought-as one, long listening to the noise on a summer day, comes to separate and mark the bleat of the lamb, the hoarse caw of the crow, the song of the thrush, the buzz of the bee, and the tinkle of the brook.

Doing this deliberately is an evil to the mind whether the subject be nature or books. The evil is not because the act is one of analysis, though that has been said. It is a proof of higher power to combine new ideas out of what is before you, or to notice combinations not at first obvious, than to distinguish and separate. The latter tends to logic, which is our humblest exercise of mind, the former to creation which is our highest. Yet, analysis is not an unhealthy act of mind, nor is the process we have described always analytical.

The evil of deliberate criticism is, that it generates scepticism. Of course we do not mean religious, but general scepticism. The process goes on till one sees only stratification in the slope, gases in the stream, cunning tissues in the face, associations in the mind, and an astronomical machine in the class. mical machine in the sky. A more miserable state of soul no mortal ever suffered than this. But an earnest man, living and loving vigouroutly, is in little danger of this condition, nor does it last long with any man of strong character.

Another evil, confined chiefly to men who write or talk for effect, is that they become spies (as Emerson calls them) on Nature. They do not wonder at love, or hate what they see. All books and men are arsenals to be used, or, more properly stores to be plundered by them. But their punishment is sharp. They love insight into the godlier qualities, they lose the sight of sympathy, and become conscious actors

of a poor farce.

Happy is he who judges and knows books, and nature, and men, (himself included,) spontaneously or from early training—whose feelings are assessors with his intellect, and who is thoroughly in earnest. An actor or a spy is weak as well as wretched; yet it may be needful for him who was blinded by the low principles, the tasteless rules, and the stupid habits of his family and teachers, to face this danger, deliberately to analyze his own and others' nature, deliberately to study how faculties are acquired and results produced, and thus cure himself of blindness, and deafness, and dumbness, and become a man observant and skilful. He will suffer much, and run great danger, but if he go through this faithfully, and then fing himself into action and undertake responsibility, he shall be great and happy.—T. O. Davis, of Dublin.

#### TASTE FOR READING.

Sir John Herschell has some admirable remarks on this subject—"Give a man his taste," says he, "and you place him in contact with the best society in every period of history—with the wisest, the wittiest, with the tenderest, the bravest, and the purest characters which have adorned humanity. You make him a denizen of all nations—a contemporary of all ages. This world has been created for him. It is hardly possible but his character should take a higher and better tone from the constant habit of associating with a class of thinkers, to say the least of it, above the average of human nature." What is still farther in favor of this habit, it may be cultivated as amusement, not as an occupation, and therefore may be possessed by any one; for it need not interfere with any business of life. The testimony of literary men indeed goes to show that literature itself should never be the sole employment even of an author, that should be pursued only in the intervals of business as a relaxation. Mr. Coleridge speaks feelingly on this point, and recommends to every literary man to have some occupation more or less mechanical, which, requiring no labor of the mind, hours of leisure, when he can turn to his books, to be looked for with pleasing anticipations.

It will be found that the authors who have written most and who have written best, were chiefly men of active lives whose literary labors were their amusement. Cicero, one of the most voluminous of ancient writers, was a lawyer and a statesman, whose whole life was passed in a contention of the forum or in the service of the republic, insomuch that no great political event of the period is without some mark of his active participation therein. Milton was a school-master and a warm controversialist. He was better known to his contemporaries as the antagonist of Salmassius than as the author of Paradise Lost. What was Shakspeare's life but a continued scene of active labors, and those too of a very vexatious kind—for he was the manager of a theatre. The voluminous works of Sir Walter Scott were written, no one could tell how or when, so numerous were his other occupa-

tions.

The knowledge derived from books, and that which is gained by a practical acquaintance with the world, are not of such diverse natures that both cannot be pursued together. On the other hand, they act mutually as correctives; the one tends to liberate from narrow views, the other to give reality and truth to intellectual conceptious. There is moreover a certain freshness and elasticity of mind acquired by mingling with the business of life which enables one to use efficiently the knowledge derived from reading. He learns to understand the character of men in various points of development, to comprehend the spirit of the age, its wants, its tendencies, and to know how to accomo-

date himself accordingly.

But with authorship most of us have not much to do. Our purpose was to show by the instances just cited that if men busied in the daily concerns of life could find time to write books, and voluminous ones how easily may all, if they are so disposed, cultivate a taste for reading. There are few occupations which do not allow intervals or fragments of time which may be thus employed, without detracting anything that is properly due to social intercourse. To young persons especially does this refined and useful accomplishment commend itself. The taste once formed will grow of itself: the mind will require no urging to yield to it, but will look for each coming hour of leisure, and enjoy it when it comes. Grosser delights will gradually loosen their holds upon the affections as this gains strength. "For there is," says the same writer whom we quoted at the beginning, "a gentle, but perfectly irresistable coercion in a habit of reading, well directed, over the whole tenor of a man's character and conduct; which is not less effectual because it works insensibly, and because it is really the last thing he dreams of."

Power of Kindness.—No man has ever measured it, for it is boundless; no man ever seen its death, for it is eternal. In all ages of the world, in every clime, among every kind, it hath shone out a beautiful star, a beaming glory.

#### BOOK-KNOWLEDGE OF FARMERS—DERIDED BY WHOM?

With a man of any reflection and honest care for progress in all the arts and employments of useful industry, there are few things more trying to his patience than to hear men, sometimes even gentlemen, who have some pretensions to education, and who therefore ought to know better, denouncing book-knowledge as affording no guide in practical husbandry. Now, to all such, and especially to practical men who succeed well in their business, and who have always something useful to impart, as the result of their own personal experience, does it not suffice to say, "I am obliged to you for what you have told me; your integrity assures me that it is true, and your success convinces me that yours is the right rotation, and yours the proper process, since I see that while you gather heavy crops, your land is steaally improving; but now, my friend, let me ask you one question fur-What you have imparted is calculated to benefit me personally, and unless communicated again by me to others, with me its benefits will rest. Now, suppose, instead of the slow and unsocial process of waiting to be interrogated, and making it known to one by one, as acwaiting to be interrogated, and making it known to one by one, as accident may present opportunities, you allow me to have recourse to the magical power of types, which will spread the knowledge of your profitable experience, gained by much thought and labour, far and wide throughout the land, that thousands may enjoy the advantages which otherwise I only shall reap from your kind and useful communication. nication. Will not that be more beneficial to society, and is it not a benevolent and a Christian duty not to hide our lights under a bushel? Doubtless such a man, if not a misanthropic churl or fool, would say, Yes. Yet the moment, by means of types, such knowledge is committed to paper, it becomes (by fools only derided) book-knowledge.—Plough, Loom, and Antil.

#### COMMON SCHOOL LIBRARIES.

The page of history furnishes few examples where a government has as well subserved the just and paternal ends of its creation, as did the State of New-York, in providing that libraries of sound and useful literature should be placed within the reach of all of her inhabitants, and rendered accessible to them without charge. This philanthropic and admirably conceived measure may be justly regarded, as next to the institution of Common Schools, the most important in that series of causes, which will give its distinctive character to our civilization as a people. The civilizations of ancient and modern times present a marked distinction. While the former shot forth at different epochs, with an intense brilliancy, it was confined to the few; and the fame of those few has descended to us, like the light of occasional solitary stars, shining forth from surrounding darkness. The ancient libraries, though rich in their stores and vast in extent, diffused their benefits with equal exclusiveness. The Egyptian peasant who cultivated the plains of the Nile, or the artizan who wrought in her princely cities, was made neither wiser nor better by the locked up treasures of the Alexandrian; and though the Greciae Roman, and even Persian commanders plundered hostile nations of their books, no portion of their priceless wealth entered the abodes of common humanity, to diffuse intelligence and joy.

The art of printing first began to popularize civilization. To make it universal, however, it was necessary that all should be taught to read. The Common School supplies this link in the chain of agencies. But another was yet wanting. Not only must man be taught to read, but that mental aliment to which reading merely gives access, must be brought within his reach; and it is surely as wise and philanthropic, indeed, as necessary, on the part of government, to supply such moral and intellectual food, as to give the means of partaking of it, and an appetite for its enjoyment; Without the last boon, the first would be in the case of the masses, comparatively useless,—nay, amidst the empty and frequently worse than empty literature which overflows from our cheap and teeming press, it would oftentines prove positively injurious. In the language of the philosophic Wayland, "we have put it into the power of every man to read, and read he will whether for good of for evil. It remains yet to be decided whether what we have already done shall prove a blessing or a curse."

New-York has the proud honour of being the first government in the world, which has established a free library system adequate to the wants and exigencies of her whole population. It extends its benefits equally to all conditions, and in all local situations. It not only gives profitable employment to the man of leisure, but it passes the threshold of the labourer, offering him amusement and instruction after his daily toil is over, without increasing his fatigues or subtracting from his earnings. It is an interesting reflection that there is no portion of our territory so wild or remote, where man has penetrated, that the library has not peopled the wilderness around him, with the good and wise of this and other ages, who address to him their silent monitions, cultivating and strengthening within him, even amidst his rude pursuits, the principles of humanity and civilization.

A colonial nation, we inherited the matured literature of England: but in our country as in that, this literature has not extended to the



masses. In instituting a general library system, we create, or rather put in circulation, the first really popular literature, beyond that contained in the newspaper, and in the books of the Sunday-school. Can any one doubt then, that we have reached a point or phase in our civilization which demands the exercise of a provident care, an anxious, if not a timid circumspection?—New-York Annual School Report.

#### INFLUENCE OF SUITABLE LIBRARIES ON THE YOUNG.

Books adapted to the understanding of the young furnish profitable subjects for conversation and reflection, afford pure and chaste language for the expression of their thoughts, and would serve to elevate their minds above the disorganizing and petty strifes of seeing who should rule in school,—the master or scholars. The mind of man and child is so constituted, is of such a nature, that it is constantly drinking in, and appropriating to its use either for good or evil, whatever comes within its reach. Surround it with good principles, nourish it with wholesome, with moral and scientific food, and it will exhibit the products of such nourishment. But feed it with low and debasing thoughts, schemes and plans, and the legitimate fruit of such food will certainly show itself in the conduct and character of the future life.

Your committee consider the establishment of school libraries as one of the best provisions ever made for the improvement of the young. The books are much read, and their interesting and instructive character is too well known to need any comment; here the children of the poor and the rich are alike privileged, and will learn much that is useful and important to fit them for the active duties of life. For this they will honour the land that bestowed it, and reward its liberality with gratitude.—Massachusetts School Report.

#### CICERO ON BOOKS.

"Their study is the nourishment of the mind of youth, and the delight of that of old age. It is the ornament of prosperity, the solace and the refuge of adversity. Book studies are delectable at home, and not buthensome abroad; they gladden us at night, and on our journeys, and in the country." And D'Israeli says, "Amidst all his public occupations and private studies, either of them sufficient to have immortalized one man, we read with astonishment in the Familiar Episides, of the minute at ention he paid to the formation of his library and cabinet." And when sending his small collection (small, relatively, we mean) to any one of his several villas, he calls it "infusing a soul into the body of his house."

Works of Fiction.—Many works of fiction may be read with safety, some even with profit; but the constant familiarity, even with such as are not exceptionable in themselves relaxes the mind, which needs hardening; dissolves the heart, which wants tortifying; stirs the imagination, which wants quieting; irritates the passions, which wants calming; and, above all, disinclines and disqualifies for active virtues and for spiritual exercises. Though all these books may not be wicked, yet the habitual indulgence in such reading is a silent mining mischief. Though there is no act and no moment, in which any open assault upon the mind is made yet the constant habit performs the work of a mental atrophy—it produces all the symptoms of decay; and the danger is not less for being more gradual, and therefore less suspected.— Hannah More.

#### THE ORIGIN OF CERTAIN BOOKS.

The incidents and thoughts which have induced various authors to commence their works are, in many cases, somewhat interesting, and I think a note on this subject may be well adapted for Notes and Queries. And, if I may be allowed to throw out a suggestion, I would say that it would be far from useless if correspondents were to embody in a note what they might know of the immediate motives and circumstances which may have induced various authors to write certain works. Thus Milton's Comus was suggested by the circumstance of Lady Egerton losing herself in a wood. The origin of "Paradise Lost," has been ascribed by one to the poet having read Andrein's drama of L'Adama Sacra Representatione, Milan, 1633; by another, to his perusal of Theramo's Das Buch Belial. &c., 1472. Dunster says that the prima stamina of "Paradise Lost" is to be found in Sylvester's translation of Du Bartas's "Divane Weekes and Works." It is said that Milton himself owned that he owed much of his work to Phineas Fietcher's "Locusts or Appolyonists." Paradise Regained" is attributable to the poet having been asked by Elwood the Quaker, what he would say on the subject. Gover's "Confessio Amantis" was written at the command of Richard II. who meeting Gower rowing on the Thames, invited him into the Royal Barge, and after much conversation, requested him to "book some new thing." Chaucer, it is generally agreed, intended in his Canterbury Tales" to imitate the "Decameron" of Boccaccio. When Cowper was forty-five he was induced by Mrs. Unwin to write a poem, that lady giving him for a subject the "Progress of Error." The Author of "The Castle of Otranto" says in a

letter, now in the British Museum, that it was suggested to him in a dream, in which he thought himself in an ancient castle, and that he saw a gigantic hand in armor on the uppermost bannister of the great staircase. Defoe is supposed to have obtained his idea of "Robinson Crusoe" by reading Capt. Rogers' "Account of Alezander Selkirk in Juan Fernandez." Dr. Beddoes, "Alexander's Expedition down the Hydaspes and the Indus to the Ocean" originated in a conversation in which it was contended that Darwin could not be imitated. Dr. Beddoes some time afterwards, produced the MS. of the above poem as Darwin's and completely succeeded in the deception.—Notes and Queries.

# THE CONNEXION BETWEEN SCIENCE, LITERATURE, AND RELIGION.

A lecture delivered in Exeter Hall, London, December, 1848, by the Rev. George Gilfillan, the distinguished author of "Literary Portraits," &c. Mr. Gilfillan having been introduced by Lord Ashley, said,

The subject of the following lecture was certainly too wide and vast for a single lecture; volumes might be worthily occupied in treating of the various and intimate relations in which Science, Literature, and Religion stood to each other. He designed therefore to bring before them a few of the more simple aspects of the subject, principally for the purpose of proving at least the distinct approximation towards such an union, and that such an union might be the subject of general hope, and the bright herald of a future age. His leading propositions then were, that Science, Literature, and Religion are connected or related in their nature,—they are connected in their tendency and effect, -they are, to a certain extent, connected with God's special revelation to man,-- they had been connected in the persons of several illustrious individuals, -and the greatest evils had been produced by their partial severance and apparent misunderstanding. In the first place, they were connected in their nature,—they were the various phases of the human mind. Science was the mind, as intellect or understanding contemplating nature, as a great series of phenomena dependent on one another, linked together by forces which it was its part to discover and disclose. Literature was the human mind surveying nature as a varied collection of beautiful and sublime objects, which exist in the mind of man; and it was its part to reproduce and combine that two-fold class of elements into union and noble forms. Religion was the mind, as faith, contemplating nature, man, and itself,—nature not as a series of successive changes or a magnificent apparition of lovelias a series of successive changes or a magnificent apparition of loveliness, but as an institution proclaiming the perfections, and supplemented by the word of God. Thus they were the one mind under different aspects of contemplation, and using different degrees of light. Science held a torch of trying light, clear, stern, and searching:—Literature was surrounded by a subtler and warmer effulgence; while the light of Religion mindful with that which are shown. Then put the light of Religion mingled with that which ever shone. They put him in mind of the three fair graces described by St. Paul, Faith, Hope, and Charity. There stood Faith with eagle eye contemplating the invisible; there Hope, looking beautiful and happy, as if a breeze from heaven was glowing around her temples and stirring her golden hair; and there Charity weeping over a perishing world, and looking all the more lovely for her tears. They might look at Science, Literature, and Religion, as three noble sisters. One arrayed with severe simplicity, her eye was piercing, her air was masculine; one hand simplicity, her eye was piercing, her air was masculine; one hand leaned upon a terrestrial globe, the other uplifted a telescope to the stars: her name was Science. The other was more gayly and gorgeously attired, her cheek was tinged with a finer bloom, her mouth was radiant with a sweeter dimple; one hand rested on the open page of imagination, the other held a pen which seemed to drop sentences of gold: her name was Literature. The third was a more mature and matronly form :-

"Grace is in all her steps; heaven in her eye; In all her gestures, dignity and love."

A dark but transparent veil enveloped her majestic form,—one hand was laid on the open page of the book of God, the other as it was lifted upon high appeared to be cken to brighter worlds and point the way. But while they might choose either of these holy three in the sisterhood of grace, the greatest of them was charity. They were all beautiful and noble, and, better still, the choice of one did not imply the refusal of the others; all might be equally and eternally their own. Again they were connected together in their tendency and effect. There were indeed some few men still who frowned upon Science and Literature, as if they necessarily interfered with the higher claims and nobler affections of that "wisdom which cometh from above." Surely such a feeling was one which separated that which God had not sundered,—which established barriers which God never erected; and threw a stain on the character of Religion, as if the was a monster of

the night, that would perish in the daylight of investigation. So far from that being the case, Religion were an amiable aspect towards Science and Literature; the objects, tendencies, effects of all three were nearly identical. What was the design of Science? Clearly not merely to supply a certain amount of knowledge, -not merely to assist them in unlocking some of the secrets of nature. The amount of knowledge acquired by any man however gifted, was but as a drop in the bucket when compared with the vastness of truth; the principle of Science, then, was the thirst for truth which it excited in its votaries,—a thirst which approached as nearly to a virtue or a grace as anything not immediately derived from heaven could do. If the Almighty held in the one hand truth, and in the other the search after it, he would prefer the latter. If truth was precious, the search after it, as enlarging the mind, and disciplining it to habits of patience, research, and persevering curiosity, was a pearl of greater price. Dr. Chalmers indeed, said, that truth was too sacred a thing to tamper with, but it was not too sacred to be sought after.....What was the grand object of Literature? It was not to minister to vanity or selfish luxury; it was to incite a desire for intellectual beauty, for that high loveliness which dwelt in surrounding nature, which shone in the light of setting suns, and in the pale splendour of a starry sky, but which had its chosen abode in the ruined arches of the human soul. That was the mild mission of all their literature; to excite in them an excellence in the pure and in the magnificent, and to teach them, as they pursued their sad pilgrimage, to have their eyes opened to the beautiful sights which diversified the wilderness, and their ears attuned to those molodious strains which were heard sometimes amid all its confused and lamentable sounds. Was not that eminently a purifying and ennobling purpose, and did it not itself prove the strong affinity between Literature and Faith...But what was the grand tendency of Religion? It was not in the meantime to satisfy them with God's light, not to satiate them with the glory of the Lord, as the eye of the eagle scemed to prey on the glory of the sun, but to excite in them a burning, and believing, and unquenchable desire for spiritual perfection....Thus it appeared that Science, Literature, and Religion were kindred in their aims and objects, though they differed in some things. They differed in this, in the first place; their object was different: in one it was truth, in another beauty, and in the third moral perfection. Again they differed in this, that while the gift of that unquenchable desire was in two the gift of God in nature, in the third it was the gift of God in grace. It was true that here he must meet the common objection, that many men of Science and Literature had been void of, or opposed to Religion. But in the first place, it was affinity in the thing which he asserted, and not an universal rule of conformity in man. What mattered it when he was told, that La Place was an atheist, Byron a scoffer, and that Humboldt, in a recent work, expressed himself as being nothing at all. He went back and found that the Reformation and the revival of letters were nearly contemporaneous events; he went back again, and found that the Reformation was the herald of the discovery of the true theory of the heavens. In the cases adduced on the other side, he found only particular instances, but in those he adduced he found great general facts. Secondly, those men had their faults; they had the love and power, but not the religion of their art; -for in every high art there was, to say the least, a low religion. Those men had the love, the power, and the practice of their science or art, but blended with such darker elements, as at once weakened them in their own field, and made them recoil in abhorrence from the faith of Jesus. Such an one was Byron. His genius was of a high, if not of the highest order; but it became rather the morbid and fierce outpouring of passion than the calm, deep, and solemn voice of poetry, and it passed over their heads like a thunderstorm, rather than abode with them like a single bright beam of sunshine, as dear as it was beautiful, as regretted as it had been enjoyed. It was true that Byron did not turn away absolutely from the Christian Religion: he often held parley with it, and sometimes seemed inclined to "turn aside and see that great light," but still he could never induce himself to take off the shoes from his feet, and because the ground was holy, the unhappy man came not nigh, and perished in that gloomy wilderness which his passions had scorched into barrenness around him. But thirdly, Science, Literature and Religion had been united in many They could appeal not only to the general principle, but to individual facts of such a kind as not only to illustrate, but to glorify the position he had taken. He would not allude to the many eminent divines who had excelled in works of science and literature, though they had been numerous, because their testimony might be considered interested and worthless, however high their authority might otherwise be. He did not say it ought to be considered in such a light, but it was far safer to adduce instances of another kind to which no such objection could be made. When illustrious laymen came forth from their laboratories, observatories, or painting rooms, or desks, and delivered distinct, deliberate, and eloquent witness in behalf of Christian truth, it was as if the prophet were again helping the woman. The thunder of a Bossuet, a Hall, or a Chalmers, coming from the pulpit, di I not speak so loud in the cause of Christianity, as

the still small voice which proceeded from the studies of such men as Boyle, Addison, Cowper, or Isaac Taylor. They could, indeed, speak of mighty names on their side. Galileo, the starry sage, who first unravelled the map of the sky, was a Christian. Michael Angelo, the best painter who ever stamped his strong soul on canvass,—the greatest sculptor who ever wrought his terrible conceptions into marble,—the greatest architect who ever suspended the truth of genius between earth and heaven. Michael Angelo was a Christian, and some of his sonnets written in his old age breathed the purest spirit of Christian faith and Christian love. And need he speak of John Milton,—who laid the brightest crown of genius at the foot of the cross, and sprinkled the waters of Castalia on the roses of the garden of God. It might be asked, why he brought forward those names? Was it that he held them to be the pillars of Christianity? No, —Christianity stood on her own foundations, on her own simplicity, beauty, purity, grandeur, originality, and adaption to the wants and circumstances of men. Those men were not the pillars they were the decorations of her temple....Thirdly, if Religion were an imposture, and a delusion, it was one so plausible and powerful to have subjected the strong minds of able men, and therefore it was not for every sciolist in the school of Infidelity to profess contempt for those who confessed it had convinced them. He remarked again, that they formed the three connected together in the word of God. The Bible was not indeed a scientific work; it did not profess or display any scientific methods; but it could not be remarked with too much attention, that no passage contained therein, as properly interpreted, was found to contradict any main principle of scientific truth. It had been subjected to the fire of the closest investigation, a fire which had contemptuously burnt up the cosmography of the Shastre, the absurdities of the Koran ournt up the cosmography of the Shastre, the absurdates of the Koran and other works of false philosophy, but yet this artless, loosely compiled, little book was unhurt, untouched, not one of its pages singed, with not even the smell of fire upon it. That book was the mirror of Divinity; other books, like the planets, shone with reflected lustre,—that book, like the sun, shone with unborrowed rays; other books sprang from earth, that book of books came from heaven on high: other books appealed to the understanding or feelings, that book to conscience and faith: other books solicited their attention, that book demanded it, for it "spoke with authority and not as the scribes." Other books would glide gracefully along the earth, or onwards to the mountain summit of imagination; that book, and that alone, conducted up the awful abyss which led to heaven; other books, after shining a little season, might perish in flames fiercer than those which consumed the Alexandrian library; that book should remain, pure as gold, yet yet unconsumable as asbestos, in the flames of a general conflagration. Other books might be forgotten in an universe where suns go down and disappear like bubbles in the stream; that book transferred to a higher place, shall shine as the brightness of the firmament and as the stars of heaven.

"Within that awful volume lies,
The mystery of mysteries.
Happy the man of human race,
To whom our God has granted grace,
To ask, to seek, to hope, to pray,
To lift the latch, and find the way.
But better had he not been born,
Who reads to doubt, or reads to scorn."

He would pass, lastly, to consider briefly some of the evils which had arisen from the separation which had but too often taken place between Science, Literature and Religion. He commented, at some length, on the conduct of many of the popular journalists of the day, as to their avoiding all allusion to religion in their writings, and said that such works were more pernicious in their effects than those of Voltaire or Paine; because they sapped faith by a more subtle process; they introduced their pernicious principles like poison wrapped up in jelly, and ere their votaries knew they were in danger, they found themselves in death.

#### THE USE OF KNOWLEDGE.

Some men may be disposed to ask, "Why conduct my understanding with such endless care; and what is the use of so much knowledge?" What is the use of so much knowledge? What is the use of so much life? What are we to do with the seventy years of existence allotted to us?—and how are we to live them out to the last? I solemnly declare that but for the love of knowledge, I should consider the life of the meanest hedger and ditcher as preferable to that of the greatest and richest man here present; for the fire of our minds is like the fire which the Persians burn in the mountains—it flames night and day, and is immortal, and not to be quenched! Upon something it must act and feed; upon the pure spirit of knowledge, or upon the foul dregs of polluting fashions. Therefore, when I say, in conducting your understanding, love knowledge with a great love, with a love coeral with life, what do I say but love innocence, love virtue, love purity of conduct; love that which, if you are 1ich or great, will sanctify the

fortune which has made you so, and make men call it justice; love that which, if you are poor, will render your poverty respectable, and make the proudest feel it unjust to laugh at the meanness of your fortunes; love that which will comfort you, adorn you, and never quit you; which will open to you the kingdom of thought, and all the boundless regions of conception, as an asylum against the cruelty, the injustice, and the pain that may be your lot in the outer world; that which will make your motives habitually great and honourable, and light up in an instant a thousand noble disdains at the very thought of meanness and of fraud! Therefore if any young man here have embarked his life in pursuit of knowledge, let him go on without doubting or fearing the event; let him not be intimidated by the cheerless beginnings of knowledge, by the darkness from which she springs, by the difficulties which hover around her, by the wretched habitation in which she dwells, by the want and sorrow which sometimes journeys in her train; but let him ever follow her as the angel that guards him, and as the genius of his life. She will bring him out last into the light of day, and exhibit him to the world comprehensive in acquirements, fertile in resources, rich in imagination, strong in rensoning, prudent and powerful above his fellows in all the relations and in all the offices of life.—Sidney Smith.

#### PUBLIC SCHOOLS IN NEW ENGLAND.

"We regard them as, under God, the affluent source of New England's enterprise and skill, her quiet and thrift, her safety at home, and her honor abroad. They are the check and the balance of power; the poor man's treasure and the rich man's bond. They are the eyes of liberty, and the hands of law, as they are both the root and the offspring of religion. They were devised by a foresight that reaches every interest of man: they were established by a sacrifice that proves the depth of principle which decreed their being; and they have been guarded, from age to age, by the sleepless vigils of wisdom and goodness. Be it ours, then, to cherish, to improve, and to transmit them as a holy trust bearing in its hand the record of past, and the pledge of future good."

MAKE A BEGINNING OR YOU WILL NEVER MAKE AN END.—The first weed pulled in the garden, the first seed put in the ground, the first dollar put in the saving's bank, and the first mile travelled on a journey, are all very important things; they make a beginning, and thereby a hope, a promise, a pledge, an assurance that you are in carnest with what you have undertaken. How many a poor, idle, hesitating, erring outcast is now creeping and crawling his way through the world who might have held up his head and prospered, if, instead of putting off his resolutions of amendment and industry, he had only made a beginning. A beginning, and a good beginning too, is necessary:

Had not the base been laid by builders wise The pyramids had never reached the skies.

# MANAGEMENT OF SCHOOL FINANCES BY MUNICIPAL COUNCILS.

Should all the County Councils adopt the course recommended in the following document, and adopted by the Municipal Council of the United Counties of Northumberland and Durham, in respect to their school finances, much inconvenience and delay would be prevented in the payment of school moneys, as well as losses to the School Fund, and the school interests of the country would be greatly promoted:—

Extract from the Report of the Standing Committee on Schools and Education.

"The School Committee to which was referred the Circular of the Chief Superintendent of Schools, published in the Journal of Education for June, 1853, begs to report,—

That your committee is much pleased to find that the Legislative grant to the School Fund has been increased on the recommendation of the Chief Superintendent to the sum of £4000 with an additional sum of £500 for and in special aid of new and poor Townships, £1000 for and in further aid of the Normal School, £500 towards the establishment of a Provincial Museum and Library, and £500 for and towards procuring a fund for the support of Superannuated, or worn out Common School Teachers in Upper Canada. Such grants being in the opinion of your Committee calculated to further the cause of Education, and greatly extend the benefits of the School System.

In order to provide for the punctual payment, the security, and the proper accounts of the expenditure of all School monies within the

jurisdiction of your Council, your Committee recommend that full returns be made of all School monies expended within the jurisdiction of your Council; and in order that punctuality and faithfulness may be obtained from the Sub-Treasurers upon whom the duty devolves, your Committee recommend, that each Sub treasurer do immediately give security to your Council for the safe keeping and punctual payment of School monies entrusted to them, as the want of such security makes the members of the Counties Council personally responsible for such monies.

Your Committee is of opinion that the office of Sub-treasurer should not be abolished, but that each Sub-treasurer in addition to giving security as before mentioned, be directed to keep accounts of the Legislative Grant and Municipal parts of the School Fund separate, and carry forward the balances of former years, and that no Subtreasurer be paid the Legislative grant for the current year until he shall have satisfactorily accounted for the School Monies in his hands for the preceding year, and that in such case the County Treasurer pay out all School Monies belonging to the Townships concerned, that in order to secure uniformity in the accounting of School Monies, the Treasurer or Sub-Treasurer be required to make up their accounts of the first of March in each year, accompanied by vouchers to the County That each local Superintendent be instructed to transmit to the County Auditors, a statement of the apportionment made, and the checks issued by him, that the auditors may thus be able to detect any error (or frauck if any should be attempted) on the part of Teachers or Treasurers.

With regard to the Supplementary School Bill which has just been passed by the Legislature, your Committee declines expressing any opinion, not yet having an opportunity of perusing it.

The increase this year in the Legislative School Grant requires in the opinion of your Committee a corresponding increase in the amount of Municipal School assessment, and your Committee recommends that provision be made for such increase, exclusive of the sum of £322 12s. 4d. now in the hands of Sub-treasurers, and applicable to School purposes, which sum is recommended to be apportioned by the local Superintendents in the several Townships where such balances have accrued."

Resolved,—That this Council desire to express their appreciation of the services of Dr. Ryerson, Superintendent of Education, for his zeal and services in the great cause and principles of Education, and for his circular on Education received this day."—Carried.

Truly extracted from the adopted proceedings of the Municipal Council of the United Counties of Northumberland and Durham,—June Session, 1853.

MORGAN JELLET, County Clerk.

County Clerk's Office, } 1st July, 1858.

MUNICIPAL COUNCIL OF THE UNITED COUNTIES, OF YORK, ONTARIO AND PEEL—AND THE NORMAL AND MODEL SCHOOLS.

During the session of this important body in the city of Toronto, the last week in June, and the first week in July, the Chief Superintendent of Schools addressed the tollowing note to the Warden of the Council:—

DEPARTMENT OF PUBLIC INSTRUCTION FOR UPPER CANADA.

EDUCATION OFFICE, Toronto, 21st June, 1853.

SIR,—As the Normal School of Upper Canada may be regarded as the Farmers' College, the institution in which instruction is given in, and teachers are trained for, teaching the subjects which form the education of the mass of the future farmers of Canada—and knowing the interest which you and the members of the Council over which you have been chosen to preside, take in this mainspring of our system of public instruction, I shall be happy to show and explain to you and the members of the County Council the various parts and arrangement

of the Normal and Model School buildings and premises, should it be convenient for you to visit them at any time during your present session.

I have the honor to be, &c.

(Signed,)

E. RYERSON.

Joseph Hartman, Esq., M. P. P.,

Warden of the United Counties of York, Ontario and Peel.

In compliance with this invitation, the members and officers of the Council, to the number of between forty and fifty, visited and examined the institution and premises—including the grounds devoted to botanical, horticultural, and agricultural experiments. A few days afterwards the Clerk of the Council made the following communication:—

COUNTY COUNCIL OFFICE, July 4th, 1853.

To the Chief Superintendent of Education, &c. &c. &c.

Sin,—By the desire of the Warden, I send you a copy of a Resolution adopted by the Council of the United Counties of York, Ontario and Pecl, at its sittings, on Tuesday last, in reference to the visit paid by that body to the Normal and Model Schools.

I am, Sir, your obedient servant,

JOHN ELLIOT, County Clerk.

"Resolved, -- That this Council, on invitation from the Chief Superintendent of Education, having visited the Normal and Model Schools on Tuesday last, as one of the days set apart for the admission of visitors, desire to accord their approbation of the management and the system of education carried on in those schools, which is satisfactory to this Council, and creditable to the Superintendent of those institutions."

# A GOOD METHOD OF PROVIDING MAPS FOR SCHOOLS.

During its late session in the city of Toronto, the Municipal Council of the United Counties of York, Ontario, and Peel adopted the following resolution:—

Resolved—"That the sum of one hundred pounds be placed at the disposal of the Warden, in connection with the Chief Superintendent of Education, for the purpose of procuring a sufficient number of the copies of the Map of Canada, with the late alterations in county divisions in Canada East and West, to supply each of the Common Schools within the bounds of the United Counties, and that the finance committee be instructed to prepare a by-law in accordance with this resolution, assessing the United Counties with the amount."—Carried.

1st July, 1558. J. Elliot, County Clerk.

### DISTRIBUTION OF THE SCHOOL FUND ACCORD-ING TO AVERAGE ATTENDANCE.

Questions have been proposed by some Local Superintendents whether, in Townships where the basis of average attendance in distributing the school fund to school sections is adopted, they should take into account the length of time the schools have been kept open. We answer, yes; the principle of the law being to give the most help to those that help themselves most, and to encourage the keeping open of schools the full year. This principle of the law was fully explained and illustrated in the Circulars issued in this Journal last year, and in the Chief Superintendent's Annual Report for 1851, pages 170-174, as well as in the note to the circular accompanying the apportionment of the current year, and the instruction to Local Superintendents at the foot of the Trustees' semi-annual return. The law directs that (where average attendance is adopted) the mean average of the several schools shall determine the amount to be apportioned to each school, and this mean average can only be obtained by taking into account the comparative length

of time,—months and days,—such school has been kept open. Where length of time alone is adopted, the school open for the longest period will, of course, obtain the largest share.

ALLOWANCE FOR THE FUTURE TO TEACHERS IN TRAIN-ING ATTENDING THE NORMAL SCHOOL.

Extract from the Minutes of the Council of Public Instruction for Upper Canada.

The subject of the best mode of promoting, to the greatest extent possible, the patriotic objects of the Legislature in granting £1000 per annum, to facilitate the attendance of Teachers at the Normal School for Upper Canada, having been carefully considered by the Council, it was ordered—

That, as the ordinary course of Lectures and Training of Student Teachers in the Normal School extends through two sessions of five months each; and as it is desirable and important that each teacher-in-training should attend the whole course; and as, from the very large number of teachers in attendance, it is not possible to make to them all a pecuniary grant of five shillings per week each during two sessions—it is intended hereafter (until modified by the Council) to give, during the first session of the attendance of each teacher-in-training, free instruction and provide the necessary books and stationary; and during the second session of his or her attendance, to grant, in addition, a sum at the rate of five shillings per week, or £5 10s. for the session, payable at the end of the session.

Education Office, Toronto, 2nd July, 1853.

#### PRIZE ESSAYS ON TEMPERANCE.

The Executive Committee of the Canadian Prohibitory Liquor Law League offer a Prize of £25 for the best Essay, and £12. 10s. for the second best Essay on "The Nature and Objects of the Canadian Prohibitory Liquor Law League: embracing, also, full and reliable Statistical Information upon the Extent, Expense, and Results of the Liquor Traffic in Canada." The Essays not to contain more than from 64 to 96 pages octave, letter-press; to be written in a fair, legible hand, and sent in to the Secretary (post-paid) on or before the 15th day of October next.

Each Essay must have a motto, and be accompanied by a sealed letter containing the address of the writer, and also the motto by which

the Essay is distinguished.

The Committee have much pleasure in stating that the Rev. Dr. RYERSON, Chief Superintendent of Schools for Upper Canada, the Rev. Professor Lillie, and the Rev. Professor TAYLON, have kindly consented to become adjudicature. The Committee feel assured that these names will be a sufficient guaranee to the public, of ability, probity, and discrimination; and the theory is with them to determine whether any of the Essays sent in are worth the Prizes offered.

Toronto, 28th June, 1853.

G. P. URE, Secretary.

#### SCHOOL TEACHER WANTED.

A PERSON Well qualified to take charge of and conduct a School of 100
Pupils at Gananoque. None need apply who cannot produce a satisfactory certificate from the Normal School, at Toronto.

Apply Post-paid to

A. WEBSTER,
At Gananoque,
Trustee School Section, No. 3.

Gananoque, August 3rd, 1853.

ADVERTISEMENTS inserted in the Journal of Education for one halfpenny per word, which may be remitted in postage stamps, or otherwise.

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Education Office, Toronto.

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Upper



# EDUCATION,

Canada.

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UNIVERSITIES AND COLLEGES, AS WELL AS COMMON SCHOOLS, THE INTEREST OF A WHOLE PEOPLE.

From the Inaugural Address of the Rev. James Walker, D.D., President of Harvard College, delicered May 24, 1858.

An impression prevails, at least in some quarters, that what is done for common schools is done for the public; while what is done for colleges is done, at best, for learning and learned men. The State is often hindered, I believe, from legislating in favor of colleges by an opinion hastily formed, that it would not be to legislate for the public, but for a class. I hope to be able to show, that this opinion is without any solid foundation; that it originates in certain popular mistakes and fallacies, which it will not be difficult to expose; that every man and woman and child has a substantial interest in the prosperity of these institutions; that, from their first establishment in the Middle Ages to the present hour, they have constituted one of the most active and effective of the democratic elements of society; and consequently, that it ill becomes a people who have placed themselves at the head of the great democratic movement of modern times, to suffer these institutions to decline, or to become so expensive for want of public aid as to exclude all but the rich from their advantages.

I suppose I may begin by taking it for granted that a thoroughly educated man is a great public blessing. Here and there an individual is to be met with who still counts the disparities of genius and learning

among the difficulties in Providence; as if the bestowment of genius and learning were a kind of favoritism. But this is to forget that to increase knowledge is not the same thing as to increase happiness; on the contrary, if we may believe the Hebrew sage, it is to increase sorrow. When God raises up a Sir Isaac Newton, it is not that he may make Sir Isaac Newton any better or any happier than other men; if he happens to be so, it is from causes which are open to others as well as to him. Sir Isaac Newton lives that all men may be benefited by his discoveries; the instrument is one, the blessing is manifold and universal.

Perhaps it will be said, that the public benefactor is not he who discovers a new and important principle, but he who applies it, who introduces it into common practice, and so makes it the property or privilege of all.

I have neither space nor disposition to reopen here the vexed question between the scholar and the practical man, which contributes most to human progress. Both are necessary. Sometimes, indeed, both happily concur in the same person, and then we have not merely the skilful artisan, but the great artist; not merely the adroit and succossful politician, but the great statesman. One thing, however, is plain; principles must be discovered before they can be applied. Moreover, the cases are extremely rare of important discoveries, even in the social sciences, which are struck out in the collisions of active life; they almost always come as the reward of patient and solitary study. Adam Smith's "Inquiry into the Nature and Causes of the Wealth of Nations," is one of the four works named by Sir James Mackintosh as having "most directly influenced the general opinion of Europe during the last two centuries." Yet Adam Smith was a solitary thinker, a mere scholar, and what is worse, in the opinion of some, a professor too. To show how little he sympathised with practical men, and how little the practical men of his day sympathised with him, it is enough to say, that Pitt could not understand him, and that Fox would not take the trouble to read him. This was true, not more than fifty years ago, of speculations, many of which have now become as household words. In short, nothing better illustrates the influence of pure speculation on the prevailing habits of thought, and the material interests of the community, than the whole history of political economy. What has been done is simply this. Thinking men first informed their own minds by earnest and patient study on the matters calling for change. They then published to the world the results; the conclusions, and the reasons on which the conclusions were founded. The world read. It saw, it could not help seeing, wherein it had erred, that it had erred, moreover, to its own wrong and hurt. The light gradually found its way among the people, into the text-books of common schools, into the education of the common mind. Thus what is a great discovery made by scholars and scientific men in one age, becomes the common sense of the age that follows.

But again it may be objected, that all these things can be gained,

and have been gained, without the help of colleges. The greatest inventors in the useful arts, not a few of the greatest geniuses in science and literature, some of our ablest and most renowned public men, were not brought up in colleges. Franklin, Bowditch, Shakspeare, who stands alone, and Washington, another who stands alone,—these, and a thousand others who have been lights and guides of the world, were not brought up in colleges. They were what are called self-educated men,—self-made, self-taught.

Without meaning to derogate, in the smallest degree, from the merits or actual attainments of such men, without meaning to question that their merits were greater in proportion as their advantages were less, I cannot help observing that these terms, kelf-educated, self-made, self-taught, are vague and loose expressions, which can hardly be interpreted to the letter. How can a man teach himself what he does not already know? Strictly speaking, nobody is self-educated, self-made, self-taught. We are all born in a state of entire dependence on others; it is from others that we learn, not only how to read and write, but also how to speak, how to think, how to walk. Home is a school; the church is a school; society is a school. Hence there is not a so-called self-educated, self-made, self-taught man among them all, who does not owe much the largest part of what he knows or believes to the teaching of others. The only real distinction between men in this respect would seem to be, that some have better teachers than

others, and have them longer.

The principal recommendation of the self-made scholar is, that he has to exert his own mind in every step he takes, and this can hardly fail to improve his mind. But the same must also be true of the pupil of the best teachers, if he aspires to eminence. The object aimed at in a university education is not to lessen the amount of intellectual labor, but to make that labor more effective. The earnest and ambitious student is supplied with the best facilities for thoroughly mastering what is already known in a particular department, in order that, with the same amount of labor, he may be able to reach, much sooner, than he otherwise would, the existing boundary of human discovery in that direction, and so be in a condition, while yet in the prime of life, to enter upon really original investigations. Besides, we are not now speaking of what is good for the individual, for his self-improvement, but of what is good for the public. The public gains nothing directly from having the same truths re-discovered, or the same processes re-invented, over and over again. What adds to the intellectual wealth of the community, and ultimately to its progress in other respects, is the actual enlargement of the boundaries of human knowledge. Hence the public good requires that the acquisition of what is already known should be simplified and expedited by the help of books and the living teacher; a necessity which must be more and more felt, because the progress of science is continually lengthening the way to be gone over, before the point of proper original discovery is reached.

There are also two other advantages incidental to a collegiate education compared with private or self-education, which are of public importance. In the first place, the habit of measuring one's self with equals, and looking up to teachers, begets a spirit of concession and deference. Who, in reading the lives of great men, has never been struck with the tender respect, the almost filial regard, with which they are accustomed to look back on some favorite teacher, speaking of him, and bearing themselves in his presence, to the last, as if the old relation were, for the moment, renewed, and they were his pupils still. Men of a timid or morbid nature, like Cowper, may complain and lament over the rudenesses, the cruelties, and other not unfrequent abuses, pertaining to the society of students collected together in large numbers. To such natures, such society may not be well suited; but to the majority of minds it is found to be a most effectual antidote to infirmities and vices which infest the wealthy and educated classes; such as effeminacy, affectation, and self-conceit. Though there are pedants and charlatans in plenty, it is a mistake to suppose that colleges make them; on the contrary, they do more than all other causes put together to unmake them. In colleges themselves, this sort of pretence cannot live under the storm of merciless ridicule it incurs. And this is not all. By multiplying the number of really learned men, and thus elevating the standard of public opinion, colleges make it less and less possible for the mere pretender to escape public exposure and contempt.

Another favorable circumstance pertaining to a liberal and systematic education is, that the student is neither expected nor tempted to make up his mind definitively on any particular subject, much less to commit himself to it, or act upon it, until he has completed his survey of the whole field of human knowledge. Of course this survey must be general, and in parts quite superficial, but sufficient, nevertheless, to secure a deliberation and breadth of view which will do much to save him from hasty and one-sided judgments. To this we are to look, as it seems to me, for one of the best correctives of an evil which threatens the order and stability, I might almost say the very existence, of modern society. I am no alarmist; still, I suppose all will agree that the boasted civilization of the nineteenth century is beginning to run out into follies and extravagancies, which, to say the least, were not expected. Crude and sometimes noxious theories in science, politics, and

religion, schemes of reform which unsettle everything and settle nothing popular beliefs every whit as absurd as witchcraft, and not supported by half so much testimony, and which, fifty years ago, would not have been able to obtain even so much as a hearing, are now agitating the community everywhere. And why? We must not think to trace this state of things to mere ignorance on the part of the people; for mere ignorance is slow and dull to all changes, whether for the better And besides, the primary education of the people was or the worse. never attended to more generally or more successfully than now; nay, never so generally or so successfully. And even as regards the leaders of the people, who are chiefly responsible for these erratic movements, it is not necessary to question their natural ability even as leaders, nor, for the most part, their good intentions. They have probably thought a great deal on the question at issue, and understand it perhaps in some of its bearings better than most persons; their error consists in refusing or neglecting to consider it in all its bearings. Very probably they have a natural and just sense of the evil to be removed, but their defect consists in this: they do not comprehend the magnitude of the difficulty; they have not a full view of all that relates to the question. Though not, perhaps, deticient in sense, they want much calls "large, sound, round-about sense;" as a means of obtaining which, they also need a "large, sound, round-about" education.

The radical difficulty in modern society may be expressed, as it intellectual anarchy; a difficulty not likely

seems to me, in two words,—intellectual anarchy; a difficulty not likely to be overcome or essentially reduced by merely attending to and improving common schools. Indeed, there is doubtless a sense in which it may be said that the favor and success of common schools have contributed to the anarchy here complained of, and furnished the best reason and excuse for it, by lessening the difference between common education, which is the property and right of all, and the highest education, which in the nature of things, is accessible to but few. are so convinced of this, and withal so alarmed at the tendency of events, as to be more than half inclined to wish back the good old times when the multitude were content to believe as they were told, and do as they were bid. But, thanks to God, this will not, cannot be; neither is it necessary as a means of restoring a proper order and subordination in the intellectual world. Extend and improve common schools to the utmost: it is a necessary condition of self-government; it is the sole guarantee of popular liberty; constituted as modern society is, it may almost be said to mark the distinction between a standing and a falling commonwealth; it is the last hope of mankind; and no evil, no inconvenience, will grow out of it, provided only that you at the same time attend to and improve colleges and universities in the same proportion. Then the difference between common education and scientific and professional education will remain as great as ever, which is all that is required: for it is on this recognized and felt superiority, that all legitimate, all true authority is built.

The learned professions complain, that they are gradually losing their influence over the public mind; not merely on general subjects, but also on those to which they are especially devoted. To a certain extent this is probably true, but what is the remedy? Influence is not a thing to be had for asking, or sued for as a charity, or enforced as a matter to be had for asking, or sued for as a charity, or enforced as a matter of police; homage, to be real, must be spontaneous. And here I need hardly say, that the people have no interest in being misled. If they follow false lights, it must be because the true lights do not shine out so clearly and distinctly, but that honest minds may mistake one for the other. Let the true light shine out more clearly and distinctly; there is no other way. If the learned professions are ever to regain their ascendency, each in its appropriate sphere, it will not be by the spell of names or forms, nor yet by that of caste or social position; it will be by obvious and incontestable evidence of superiority. I do not will be by obvious and incontestable evidence of superiority. I do not mean the superiority of a few individuals in each profession; this is an end which is sufficiently secured by natural genius, and what is called self-culture; the profession itself must be raised, which can only be done by raising the standard of professional education.

In saying this, I do but say what the heads of all the professions feel and acknowledge. Everywhere they are awake to the public need; nay, more, are doing what they can to supply it. Considerate men of all parties are beginning to see, that a wise conservatism and a wise reform go together. If we would keep things as they are, if we would retain the old adjustments of society, we must not only accept, but provide for, those changes which the progress of society demands. In order to maintain the natural and necessary balance among the great social agencies, if we would go back in some things, we must go back in all; if we would go forward in some things, we must go forward in all. And hence it follows, that the impulse which has been given, and so nobly given, to primary education, only makes it the more indispensable as a condition of social order, and even as a matter of pure conservatism, that a corresponding impulse should be given to secondary or higher education.

But the question will here be raised, Are colleges and universities the fittest places for the acquisition of this secondary and higher educa-

What are colleges and universities? I purposely waive the logomachy

as to the proper and distinct meaning and application of these terms; partly because it has nothing to do with my argument, and partly because it is not likely to lead to any definitive or satisfactory results. Use, reputable use, and not reason or consistency, determines, for the most part, how words are to be understood; and reputable use, in this case as in many others, varies in different countries. University has one signification in Germany and Scotland; another in England; and still another in France. In this country, also the ambiguity has been still further complicated by an accident of history. Our oldest colleges, in the beginning, were nothing but colleges in the most limited sense of that term, and therefore were so denominated. Some of them, however, when considered in connection with their scientific and professional schools, have grown into a resemblance to the German and Scotch universities, but still prefer to retain the old name; while on the other hand, colleges of yesterday, which can hardly yet aspire to be colleges, have chosen to begin by hanging out what I suppose is regarded as the more showy and attractive sign of university. Be this as it may, I have nothing to do with names; I look at things. By college or university, for, according to the common practice here, I use these terms interchangeably, I mean an institution founded and provided for the purpose of giving, not primary instruction, nor intermediate instruction, but the highest instruction. A college or university aspires to impart, not merely the measure of teaching which is necessary to scholars: in one word, the highest form of the learned culture of the age. And in order to fulfill this function, that is to say, to do in fact what it aspires to do, it must have an ample public library, and scientific apparatus, and also a corps of living teachers, each one of whom is expected to know the last word in his particular department of study.

Now I say that such an institution is not only a fit place for the highest intellectual culture, but, in the existing state of human knowledge; indispensable to it. In the infancy of science, when the sciences were but few, and one after another was to be created, genius was every-thing. For this reason, in the early history of every science the great-est names are those of solitary thinkers and experimentalists. Less than a century ago, Priestley, with the rudest instruments and materials, could immortalize himself by brilliant discoveries in chemistry. But to take up chemistry now, where he and his illustrious followers have left the science, and to extend it by further discoveries equally brilliant, requires all the genius of Priestley, and in addition to this, all the refinements of art, together with a familiar acquaintance with whatever has been done by others in the same field of inquiry, as the ground of new experiments and new generalization. If it should be said that books alone might supply the necessary teaching, I answer, that the question is not what might be, but what will be. And besides in the present state of science, and especially of what are called the progressive and demonstrative sciences, what are books, what are journals even which aim to make us acquainted with the latest movements in the scientific world,—what are all these at least to beginners, without the cabinet and laboratory? Moreover, the true teacher, above all, if he is looked up to as one who has mastered and extended an important branch of human knowledge, does more than teach; he inspires. And one teacher for everything will not do. Some of us can remember when what now make eight or ten distinct sciences were taught as one, and by one person, under the name of Natural Philosophy, and eight or ten more under the name of Natural History. But so rapid of late has been the progress of the sciences thus grouped together, and as a natural consequence, so complete the subdivision of scientific labor, that now a teacher, in order to keep himself on a level with the highest teaching in any one of these subdivisions, and still more in order to assist in elevating it, must make it his specialty, and live for that alone. Meanwhile, the unity and integrity of human knowledge must not be broken. At a place of the highest general education, all the legitimate elements of a liberal culture must be previded for; all must be represented in their connection and just proportions in the mind of the institution; not, of course in a single mind, for that, as we have seen is impossible, but in an aggregate mind; and this aggregate mind constitutes a college, a university.

Let me not be understood to mean, that passing four or seven years at a college or university will compensate for the want of natural ability or of moral character. Natural ability and an earnest purpose in life without a liberal education will do a great deal more for the individual and for the public, than a liberal education without natural ability and an earnest purpose in life. I am no advocate, I am no admirer, of refined and polished mediocrity. Culture is no substitute for genius. The alternative is not genius or culture; we would have both. In the existing state of society and the human mind, where the interests and connections of men have become so multiplied and complicated, it seems to me that no one can hope to exert a marked influence on the great courses of thought or action, without doing about as much harm as good, unless he has both;—genius, that culture may not be thrown away upon him; and culture, that genius may not run out into presumption and extravagance. And this is precisely what colleges would bring about in the educated classes. Colleges do not create

genius, I allow; neither do they stifle or extinguish it where it already exists; their highest function is to make genius wise, many-sided and safe.

But there are specific and radical objections to colleges in general, and to colleges constituted as they now are, which it will be proper to explain and if possible to obviete

explain, and if possible to obviate.

In the first place, it is objected, that colleges are naturally retrospective and stationary; that no generous movement for truth or humanity ever originated here, or ever found countenance and sympathy there. For this reason, some are inclined to regard them as a standing army in the pay of a bigoted and selfish conservatism; others, unwilling to ascribe to such institutions vitality of any kind, prefer to stigmatize them as no better than the hulks of a stranded past.

There is generally, in objections which have taken fast hold of many minds, some nucleus, or at any rate some show of truth, out of which the whole has grown. And so in this case. I admit that the natural position of the scholar in respect to change and reform is that of liberal conservatism, or, as I should prefer to express it, conservative liberalism. As a general rule, the inmates of colleges do not belong to that class of people who are likely to be stung into revolt by want or oppression. And besides, it cannot be denied, that the more a man knows, especially of history, society, and human nature, the more distrustful he becomes of mere outward and artificial revolutions,—of any revolutions, in short, which are not the providential unfolding of principles, of an inward and organic life already begun. Unless we have the proposed object at least in idea, that is to say, unless the people and their leaders know what they want, agitation and revolution are almost an unmixed evil; and so, I suppose, colleges as a body would pronounce. So far, I am willing to admit, they are naturally allied to the great conservative interests of society. If, however, on the strength of this, any should hurry to the conclusion that colleges, as such, are opposed to progress, or to just and practicable reform, it would be in contradiction to nature and fact.

Consider, for a moment, who they are who make up the public opinion which prevails in these institutions. They consist, for the most part, of young men, in whom hope predominates over fear, enthusiasm over calculation and interest, whose appointed studies make them familiar with the bold and original thinkers of all ages, and whose private reading and private sympathies are apt to be attracted to the writers constituting what is called Young Europe or Young America, and this, too, with little knowledge of the practical difficulties in the way of radical change. Now, reasoning from the nature of the case, are these the persons whom we should expect to carry to excess a reverence for ancient landmarks, give up the thought of improving upon what has been, and be but too content to stand still? Look, then, at the facts. If we go back into the Middle Ages, it is impossible to read the life of such men as Alebard without being convinced that whatever there was then free of thought, or of progress, which is the child of free thought, found its centre of action in the universities. Likewise in the Lollard movement in England, the aurora of the great Reformation, we are told that the universities partook, with the quickness and heat of young life, of the national awakening; so much so, that Wicklif and his followers were on the point of gaining the upper hand at Oxford itself,—nay, would probably have done so, but for the interference of despotic power. And when Luther came, he met nowhere with a more earnest and efficient support than among the students who flocked from all quarters to the University of Wittemberg, until it became, to borrow Luther's own expression, "a perfect hive."

The same general observation applies to the more recent struggles for civil freedom. On the eve of our own Revolution one of the Fellows of this College wrote to Thomas Hollis respecting the students here; "They have caught the spirit of the times. Their declamations and forensic disputes breathe the spirit of liberty. This has always been encouraged, but they have sometimes been wrought up to such a pitch of enthusiasm, that it has been difficult for their Tutors to keep them within due bounds; but their Tutors are fearful of giving too great a check to a disposition, which may, hereafter, fill the country with patriots." And after the war was over, it would seem that the College was thought to have redeemed its early pledges; for Governor Hancock, in his speech at the inauguration of President Willard, did not hesitate to call it, "in some sense, the parent and nurse of the late happy Revolution in this Commonwealth." But why multiply instances to prove what we might confidently conclude beforehand would be? Who does not know that, in all the efforts during the present century to introduce free institutions among the Continental nations of Europe, the professors and students in the universities have, as a class, hazarded the most, and suffered the most? Sagacious observers, judging after the event, may pronounce these men precipitate,—blame them for plunging the masses into a conflict for which they were unprepared, and which has ended, as might have been expected, in riveting their fetters more strongly than ever. They may do more; they may hold them up as a warning against theoretical politicians and reformers; some may even have the heart to deride them as martyrs and confessors to a folly, to a dream. All this I can understand; in part of it I am

disposed to concur; but I cannot understand how any one, in the face of such facts, should still insist that the influence of colleges is adverse to human progress, or that liberal studies disincline men to take part

with the people against their oppressors.

Indeed, this whole charge is a striking instance of the power of mere andeed, this whole charge is a striking instance of the power of mere assertion and reiteration to give currency to an opinion which, whether well-founded or not formerly, is now not only untrue, but the opposite of true. To whom is it owing that the physical sciences have made more progress during the last quarter of a century, than in any two centuries which preceded it. I will not say, to colleges wholly; but I believe I may say, to colleges mainly. Even in theology, which for obvious reasons is more stationary than any other science, wherever theological schools or colleges are established, I care not on what foundation, and the lights of a varied and concentrated and difference beneath. dation, and the lights of a varied and concentrated erudition are brought dation, and the lights of a varied and concentrated erudition are brought to bear upon the study of the sacred Volume, we soon begin to see a progress. So noticeable has this at length become, that cautious men have begun to feel that danger is not on the side of stability, but on the side of change. The passion for making discoveries, for original investigation, for new ideas, has seized us all. This love of innovation is also beginning to show itself, not merely in results, but in the methods of study; and the danger is, not that we shall attempt too little, but too much; that the practicable will be lest, or compromised, in a vain striving after the impracticable. in a vain striving after the impracticable.

Another objection sometimes made against colleges, especially in this country, is, that they are essentially aristocratical institutions; that they are anti-democratic in principle, inasmuch as their tendency

is to uphold a privileged or favored class.

Here, again it is not difficult to trace to its source the natural jealousy, on the whole salutary, which has given birth to this charge. of course, are for the most part, founded and endowed by the rich; they are also frequented by the sons of the rich, whose social position and means of expense sometimes, though not often, give them there, as they do their fathers in general society, an artificial and undeserved consequence. Add to this, that in some countries they are aristocratical institutions. In England, for example, political and religious causes have conspired, ever since the Reformation, to make Oxford and Cambridge little more than what they have sometimes been called,great finishing schools for the sons of the nobility, and gentry, with a sprinkling of talent from the middle classes, mostly intended for the church. There are also other countries in Europe, Austria, for example, where the whole scheme and apparatus of instruction, from the lowest to the highest, are avowedly conceived on the plan, not of making good scholars, but good subjects; and every body knows what absolute governments mean by good subjects. I do not seek to hide or extenuate these facts. View them, however, in what light you please, they do not originate in the constitution of colleges, as such, but in the general constitution of society, or in the social or political structure of particular states.

If, then, we turn from these mixed and anomalous cases, and look at the constitution of colleges, as such, we must admit that, so far from being anti-democratic in principle, they are eminently the reverse. In them, theoretically, at least, merit determines rank; natural nobility is everything; the nobility of birth and weather nothing. And history shows that it is not so in theory alone. Throughout the Middle Ages the Church constituted almost the sole democratic element in society; that is to say, it opened a way, and almost the only one, by which the gifted and active in humble life might raise themselves to the highest places. But it did this mainly through its reat conventual and cathedral schools or colleges, which had the effect to reveal talent wherever it existed, to persons who knew how to appreciate talent, and turn it to account. And so in modern times. I do not mean that colleges are the only avenues to distinction, which are here open to all; it is the glory of a free country like ours, that every avenue to distinction is open to all. Extraordinary administrative talent, extraordinary capacities for business of any kind, if accompanied by industry and integrity, are sure to raise a man to eminence. Our great merchants, many of whom began with nothing, are great men; some of them, as was said of those of Tyre, "are princes"; but so, likewise, are our great scholars. It is a sad page in the history of letters, which records the early struggles of the poor scholar;—the attack laboring beyond his strength the sister media to really struggles. father laboring beyond his strength, the sister ready to give up her last indulgence, and the mother her last crust of bread, that he may complete his education. But soon the scene changes, and we behold that poor scholar standing erect and self-confident before kings.

I am aware that this objection is sometimes made to assume a

subtler form; it is said, that the poor scholar, as soon as he takes his place among aristocrats, becomes an aristocrat himself. That there have been cases of recreancy of this sort, under circumstances peculiarly offensive, I do not deny; but I believe that they exist much oftener in the jealousies and suspicions of persons who would be glad of an opportunity to do the same thing, and think this evidence enough that all do it who can. At any rate there are considerations, not applying to distinction won in business and by wealth alone, which are likely to keep the educated man true to his early professions and

sympathies. In the first place, I may mention again the liberalizing effect of his studies; then, too, as a writer or public man, he is more entirely and publicly committed to his principles, which makes the abandonment of them more difficult; and even if all other motives should fail, there is the pride of intellect, which finds its gratification, not in going over to other men's opinions and ways, but in bringing them over to his.

And what shall I say of that part of the charge which represents colleges as upholding a priveleged or favored class? That they uphold coueges as upnoiding a priveleged or layored class? I hat they uphold a learned class, and that without them no such class could well exist, I readily admit; but why this class should be called a priveleged or favored class, I am yet to learn. By a priveleged or favored class, taken in an objectionable and offensive sense, I understand a class which is better paid than others, or which the community is, in some way or other, heavily taxed to support. But this certainly cannot be alleged against the learned class with any samblance or shadow of instice. I against the learned class with any semblance or shadow of justice. I do not say, as some have done, in their eagerness to repel the charge, that no labor is so ill-required as intellectual labor; for this would not be true. Of course intellectual labor, considered generally, is at a higher rate than manual labor; but the intellectual labor which is at the highest rate is administrative and financial, and not learned. You pay the agents and treasurers of your great corporations more than you do your judges. A priveleged or favored class for sooth! Take the whole profession of teachers in this Commonwealth, including religious teachers, whose work is not only intellectual, but learned. Looked to as a means of obtaining an independence, or even a competency, who will pretend that it holds out a better prospect, or so good a prospect, as many of the mechanical trades? At the same time, I do not suppose that complaints, or remonstrances, or agitation, are likely to be of much avail in this case. The evil, as in respect to most other depressed and suffering classes, is doubtless, for the most part, the consequence of a law in political economy; the supply is greater than the demand. But where the majority of a learned body are confessedly over-worked and under-paid, it is a little too hard to turn round upon them, and mock their poverty by calling them, in a worldly sense, a privileged or favored class.

But the gravest objection to colleges, and that which is most frequently in the mouths of considerate and good men, is drawn from the

moral dangers, real or supposed, by which they are beset.

For a full discussion of this important topic I have not time; and, esides, it would lead to statements and counter-statements, some of which would be out of place on an occasion like the present. But it must not be passed over in silence, nor with a mere declamatory appeal, of which, as it seems to me, we have had quite enough, as its tendency is to leave a false impression as regards the actual state of things, and

to create vague and unreasonable expectations.

As the inmates of colleges are collected from the whole community on no principle of selection, except, perhaps, that of worldly competency, which is not a moral distinction, it follows almost necessarily that all moral tendencies are represented there, from the best to the It is not true, as a general rule, that bad moral tendencies begin to be developed there; the whole responsibility of colleges consists in this, that these tendencies, being freed from many domestic and school restraints, find opportunity there for a more rapid development. restraints, find opportunity there for a more rapid development. With a few, a very few melancholy exceptions, the future course of a student, both morally and intellectually, may be predicted with an almost unerring precision by the end of the first term. In my communications with parents, there is nothing which has perplexed me more, than my apparent inability to make them understand this plain statement, that to three quarters of every class, college is one of the safest places in the world, to the other quarter, one of the most dangerous. gerous.

But some may ask, Why this distinction between the three quarters, who, according to the ordinary measures of human imperfection, are upright and strong, and the one quarter, who are weak and frail? Why not bestow more care on the one quarter who are weak and frail,

and make them all upright and strong?

I will begin my reply to these questions by telling the public a secret. Even as it is, more than half the care of every College Faculty in this country is actually bestowed on the one quarter who are here commended to their special attention. Is not this their full proportion?

Are they alone to be thought of, and the rest neglected? But perhaps it will be said, that want of success is proof that the care is not wisely bestowed. If by want of success is meant, that colleges are not as successful in this respect now as formerly, or here as elsewhere, a fair allowance being made for the difference in general society, I deny it utterly. If, on the other hand, the words are to be taken absolutely, if you are expecting that there are to be absolutely no failures, you are expecting from colleges what is to be found nowhere; what never has been, and never can be, until God shall change the constitution of human nature.

Let me not be understood to mean, that colleges, as at present conducted in this country, are in all respects what they ought to be, and might be. Some of the difficulties are, I suppose, irremediable



Young minds are full of good principles and dispositions; but these good principles and dispositions have not taken the form of habit; that is to say, they have not become *churacter*, but act as impulses only; and the best impulses cannot be depended on like character. Public opinion in colleges, which has so much to do with the morality of most persons, is also subject to an obvious defect. It does not grow up, like the public opinion of the world, out of an amalgamation of the opinions of the young and old of all classes, one extreme balancing and correcting another: it grows up out of an amalgamation of the opinions of young men of a single class, and of course is liable to all the prejudices and illusions of that age and class, only made more intense by a sense of numbers. Furthermore, these evils are aggravated in American colleges by the circumstances that undergraduates, or at least two lower classes of undergraduates, though they are of an age, and in general are pursuing the studies, proper to a high school, are put under college or university discipline; that is, are left, for the most part, to take care of themselves. Something is done by the daily routine of study, and by the personal influence and intercourse of teachers to limit this danger; as much, I am inclined to think, as ever was done, and, judging from the records of this College, and from my own recollections and experience, with as much success. More, however, might doubtless be done. I concur, therefore, in the feeling, so frequently and earnestly expressed by some of the best friends of the College, that what is most needed here, as a means of greater moral security to the students, is the constant service of a holy, devout, earnest preacher and pastor. I am aware of the obstacles to such a measure; but, so all-important is the end proposed, I cannot help thinking that, in the minds of sensible and practical men, these obstacles will see the found to since man. For my own part, the religious cles will soon be found to give way. For my own part, the religious opinions of the candidate would be a secondary matter, provided only, that he had the necessary power of personal influence, and the right spiritual endowments.

Meanwhile nothing is gained, as it seems to me, by exaggerating the evil or the danger. In this College, and under the present constitution of things, as much religious instruction is given as ever, and in addition to this the students have access to all the other and usual means of Christian nurture. About one third of the undergraduates pass their Sundays at home; about one quarter worship in the different churches in this city; and the rest, in the College Chapel. If any should say, that this is found to be of no effect, they speak without reason, and against evidence. Some, I know, are disposed to infer the irreligious condition of colleges in general, and of this College in particular, from the fact that fewer graduates go into the ministry now than formerly; but it is easy to see that this is owing much more to the altered state of the Church, than to the altered state of religion. The same remark is applicable to the growth of extravagance and expense in colleges, which is a constant theme of complaint, and of just complaint. Who does not know that this also is to be traced to changes in general society, much more than to any changes in colleges, or to any thing which any changes in colleges could prevent? If you would reform colleges effectually, in this respect, or in most other respects, it would be better to begin by reforming general society, and especially what is called "good society." Again, there are those who can see nothing but a total secularization of colleges in the circumstance that the teachers are now seldom taken from the clerical profession. This, however, is not because less importance is attached to religion, or to the religious character of teachers, but because teaching has become a profession by itself, made necessary by the demand of a higher special preparation. When a vacancy occurs among teachers, it is likely, of course, to be supplied out of the number of those who have specially fitted themselves for it.

Next to religion, there is no subject on which there is so much cant as education; and the cause of it is the same in both cases. All men have occasion to speak of both, and many persons speak at a venture, or are tempted to say what they think they ought to think, and not what they think in reality. This cant is the more to be regretted, because its tendency is to dishearten practical educators, and hinder them from attempting useful reforms in education; for, as far as it prevails, it indicates one of two things: either that the people are expecting what is impossible, or that they do not know what they want. These reforms must be left, as it seems to me, in the hands of practical men, and not in the hands of practical men in general, but of practical educators; inasmuch as, for reasons mentioned above, it will not do to argue from human nature and public opinion as manifested in the world, to

To all that has been said, some may reply, We have no objections to colleges, but only to their being encouraged and supported at the public expense. The common schools are for the poor, and ought, therefore, to be an object of the public care; but colleges are for the rich, and hence may safely be left to take care of themselves.

I warn the people, and the friends of the people, against this doctrine. To adopt it would be to act in concert with that portion of the rich, who avow it to be their policy, as it unquestionably is, to make the highest culture as expensive as possible in order to exclude competition,

or secure a monopoly to their own children, to whom the expense is nothing. Colleges are, it is true, for the rich; it is a great public advantage that their sons should be educated there, whether they become distinguished as scholars or not.

They will have leisure to occupy, and wealth to dispose of: and it is of great importance, even in a public point of view, that they should know how to do both with wisdom, refinement, and taste. But colleges are not exclusively for the sons of the rich: they are for all those, whether rich or poor, whose character and natural gifts and aptitudes mark them out for success and eminence in science and letters. The problem is, to hold out encouragement to such persons, without having it operate, at the same time, as a lure to the idle and incompetent: and I think with your Excellency, that in the recent act for the establishment of State scholarships the Legislature has solved this problem with admirable wisdom.

And let not the munificence of the Legislature or of individuals be restrained by the cry, that, do what we may, we never can rival the princely institutions of learning in the Old World. A large proportion of these princely institutions of learning in the Old World would not continue to flourish for an hour, if the patronage of government were to be withdrawn. The Rector of the University of Munich, in an address delivered to the students last year, expresses himself strongly to this point. "It cannot be denied that in our days a great majority of students resort to the University only for the end, and with the purpose, of some time or other attaining to a public appointment in this way. If this end could be accomplished without the evidence of completed university studies, the number of those resorting to the most frequented universities would surely be counted not by thousands but by hundreds." Why say that the possibility of rivalling or equalling such institutions is placed for ever beyond our reach? I suppose that the people of the Old World are not any older when they are born than we are, and that they do not know any more than we at that time. Whatever they know, they, like us, must learn afterwards: the difference, therefore, must grow out of a difference of facilities, and these facilities must consist, for the most part, in books and in men. As good men we can have; for we can send our own, as is not uncommon now, to be educated under all their advantages; and besides, as we have found, in more instances than one, we can have the best of their men. And what shall I say of books. There is nothing of which it is so difficult to convince men who are not scholars, as of this crying want of books, of all the books that enter into the history of any such other important discussion. Among scholars, however, nothing is more discouraging, more fatal to ambition and high endeavor; for with what heart can they undertake original investigations in the existing state of science, or letters, knowing beforehand, a

We have been ridiculed for placing our golden age in the future, and not, as other nations do, in the past. But the vast and imposing destinies of this country are beginning to arrest the attention of those who a little while ago affected to despise us as a people of yesterday, without a literature or a history. Whatever civil or industrial distinction is in reserve for us, let us hope, let us believe, let us resolve, that it shall be crowned by an equal distinction in science and letters.

Bad Sprilling.—A gentleman wrote Dr. Francis the following note:

"Dear Docter:—I caught cold yesterday, and have got a little horse.

Pleas, write what I shall do for them."

The following was the answer:

"Dear P:— For the cold take a pound of butter candy. For the little horse, buy a saddle and bridle, and ride him out the first time we have fair weather.

Yours, Da. F."

THERE is more fatigue in laziness than in labor.

"How do you accomplish so much in so short a time!" said a friend to Sir Walter Raleigh. "When I have anything to do, I go and do it," was the reply.

A Noble Boy.—"Why did you not pocket some of those pears?" said one boy to another; "nobody was there to see." "Yes there was —I was there to see myself, and I don't ever mean to see myself do such a thing." I looked at the boy who made this noble answer; he was poorly clad, but he had a noble face. There are always two to see your sins, yourself and your God.

<sup>\*</sup>Dr. Hieron v. Bayer, Veber die Bestimmung der Universitatem und den Beruf der Studirenden, pp. 5, 6.

## Miscellaucons.

#### EVERY CHILD HAS A RIGHT TO A GOOD PUBLIC EDUCA-TION.

It is not because a person is poor, that he can with propriety claim of the public a good education for his child. It is not a gratuity, which the public may or may not grant, as its benevolence induces, or its selfishness withholds. Though a man be as Crossus, rich, and his neighbors poor, he can, by right, claim of them, that in common with him, they shall defray the expense of the education of his children. Though he has many children, and they none at all, the right is the same. Shall a man then say he does not wish to have his children educated at the expense of his neighbor? Or again, shall a man say that the law compels him to give his money to educate his neighbor's children, &c. Then the right of the thing is not understood. As well might a man say he does not wish to drive his team over a bridge

built by the country or town; as well might a man say he was obliged to give his labor upon the roads to his neighbor.

The right arises from this: every child is, to a certain extent, the child of the public; of him the public will require certain duties—to fit him to fulfill these is, therefore, the duty of the public. From him the public will derive certain advantages; it is, therefore, under the most powerful obligations to fit him to yield them. The father of a child is under obligation to educate the child in respect to all those things which reflect advantages upon the child itself. Is it said that the child will be happier if educated to properly perform all its duties towards society, and therefore it is the duty of the father to thus educate the child. This does not exactly follow. It is the duty of the father to see that the child is thus educated; but it is not his duty to be at all the expense of it. It is his duty to see that the public educates the child, and pays the expense of educating the child in respect to its public duties. For it is evident enough that the recipient of benefits should pay the necessary expense. Scorned then be the idea that public schools are a kind of benevolent institutions, instituted for the benefit of the poverty of the land. No, viewed aright, it is a privilege to the public to have the education of children. Nothing adds so much to the happiness and prosperity of a society as a well educated people. If our hearts glow with gratitude, when we see the maturing wheat clothe our fertile fields, and rejoice because we hope soon to enjoy the well ripened fruit, how much more shall we be glad when, in our well educating schools we see the youth ripening into manhood, soon to bless us by their refining influences, and not less, our children and friends adorning society, and handing down our institutions, improved by their care, to the remotest generation. Nothing repays culture so well as boys and girls. It is a blessing to society, therefore, to educate them well.—Iowa Journal of Education.

# SHOULD ALL CHILDREN BE COMPELLED TO ATTEND SCHOOL?

The position of Massachusetts on the subject of truant children is peculiar, and much in advance of other States, unless it be New York, It has adopted the compulsory system, and the results have been most happy, where the legal provisions have been carried out. Of the workings of the law in Boston, a gentleman of that city writes as follows: "The operation of these acts has proved very beneficial. They are strictly enforced, and have taken hundreds of both boys and girls, from the ruin and destruction attendant upon running wild in the streets, and have put them in the way of instruction and well doing.

The New York Legislature also passed a law at their last session, which is said to be an excellent one, and recognizes the principle that it is the duty of the State to protect and provide for the destitute and unprotected children. And if faithfully carried out will ultimately lead to the extension of that principle, so as to secure the proper training and education of every-child in the State. In Rochester and elsewhere, public meetings have been held, and money raised by subscription to appoint persons, or commissioners whose duty it shall be to see that the provisions of the act are faithfully carried out. The increase of crime among the young is so great and alarming throughout the country, that mere self-protection is fast driving the citizens to take hold of the subject. Thus self-interest will often force men to do what benevolence should do, and do more effectually, because more promptly. We trust that in Chicago, there is enough love for these wretched children, to lead to the adoption of wise measures in their behalf, before we are driven to it by the melancholy experiences of older towns, with which we are already threatened. We give below the leading points in the enactments of Massachusetts:

Be it enacted, &c., That each of the several cities and towns in this Commonwealth, is hereby authorized and empowered to make all needful provisions and arrangements concerning habitual truants, and children not attending school, without any regular and lawful occupation, growing up in ignorance, between the ages of six and fifteen years;

and also, all such ordinances and by-laws, respecting such children, as shall be deemed most conducive to their welfare, and the good order of such city or town; and there shall be annexed to such ordinances, suitable penalties, not exceeding, for any one breach, a fine of twenty dollars; provided, that said ordinance and by-laws shall be approved by the court of common pleas for the county, and shall not be repugnant to the laws of the Commonwealth.

That any minor between the ages of six and fifteen years, convicted under the provisions of an act entitled "an act concerning truant children and absentees from school," passed in the year one thousand cight hundred and flow of the school, and the school of the sch eight hundred and fifty, of being an habitual truant, or of not attending school, or being without any regular and lawful occupation, or growing up in ignorance, may at the discretion of the justice of the eace or judicial officer having jurisdiction of case, instead of the fine mentioned in the first section of said act, be committed to any such institution of instruction, house of reformation, or suitable situation, as may be provided for the purpose under the authority given in said first section, for such time as such justice or judicial officer may determine, not exceeding one year.

That every person who shall have any child under his control between the ages of eight and fourteen years, shall send such child to some public school within the town or city in which he resides, during at least twelve weeks, if the public schools within such town or city shall be so long kept, in each and every year during which such child shall be under his control, six weeks of which shall be consecutive.

That every person who shall violate the provisions of the first section of this act, shall forfeit, to the use of such town or city, a sum not

exceeding twenty dollars, to be recovered by complaint or indictment.

If, upon inquiry by the school committee, it shall appear, or if, upon the trial of any complaint or indictment under this act, it shall appear that such child has attended some school not in the town or city in which he resides, for the time required by this act, or has been otherwise furnished by the means of education for a like period of time, or has already acquired those branches of learning which are taught in common schools, or if it shall appear that his bodily or mental condition has been such as to prevent his attendance at school, or his acquisition of learning for such a period of time, or that the person having the control of the child is not able, by reason of poverty, to send such child to school, or furnish him with the means of education, then such person shall be held not to have violated the provisions of this act.— Pennsylvania Herald.

### HOW TO SECURE THE SUPPORT OF COMMON SCHOOLS.

One of the most important points to be gained by establishing and sustaining a system of general education, is to interest the people in it. It is not enough, therefore, that the people believe education to be important. This may be a general sentiment, and yet it may be very difficult, even impossible, to sustain a system of education.

It has been found by actual experience, that such a system as brings the subject most frequently and practically before the people, receives the most efficient and uniform support. There is no one of our States in which the common schools are so well sustained as in Massachusetts; and we think a glance at the system will explain why this is so.

The education fund of the State is quite small, distributing annually but little over \$80,000, while the actual cost of the schools is over a million. The law requires that one school at least shall be kept in each district, for a certain number of months in the year, and that the citizens shall raise a certain amount for its support. But while this minimum is required, the people may increase the number of their schools, or keep them longer, or elevate their character, to any extent they please, provided, they also pay the increased expense. It is a subject, consequently, which comes annually at least before the people of each district. So that the people tax themselves for carrying forward their school system. As a matter of course, there is great diversity of results, some districts raising more, some less; some keeping open schools of the best character during the entire year, others content with schools of inferior character during a shorter period. But there is not perhaps any district which does not rise considerably above the minimum required by law. The system is so arranged as to interest the people directly in every part of its conduct, and they manage and sustain their own schools.

In the other States, where the common school system has been adopted, the same provision exists to a greater or less extent. Even in Germany and the adjacent States, this principle is adopted, although not perhaps to the same extent. There the course of education is more distinctly marked out by law, and the tax required to sustain the public schools is levied and collected by public authority, but there are still several questions connected with the practical conduct of the system which come directly before the people for their deliberation and decision. This point, we repeat, is one of prime importance. No system of general education can be sustained unless the people be interested in it.—Southern School Journal.

#### THE RELATIONS OF TEACHER AND PUPIL

An important means of promoting the usefulness of common schools is diffusion of a correct knowledge and sense of the relations of teacher and pupil. From the want of just and steady principles respecting these relations, the benefit of schools is often much abridged. Difficulties not unfrequently arise in school districts, and in schools themselves, from a want of definite views on the part of parents and teachers respecting the legal rights, powers, and duties of the latter. Perhaps the authority of the teacher is too general in its nature to be confined within bounds that shall exactly comprehend the various contingencies that may happen. If we should venture to say that the occasion for the use of authority must determine its limits, there might still be a wide diversity of opinion as to what should constitute an occasion for its use; and if all should agree as to the call for its exercise, they might differ widely as to the measure and mode of it. As there is great need of discretion in the teacher, there is also much need that discretion be allowed to him. His is an approximation to parental government, and, so far as the one approaches the other, so far should a similar discretion be conceded. Regarding then the teacher as, to a considerable extent and for the time being, in the place of the parent, we think that, as in the one case, so in the other, the law will not interfere with the exercise of authority, except where the bounds of reason are clearly transgressed, and the exercise of it works palpable injury to the subject of it, and tends thereby to make inroads on the social welfare. In doubtful cases public justice will lean to the teacher rather than to the pupil, as it presumes the discretion of the parent till the proof plainly forbids such presumption.

Unless we widely err, the due authority of teachers has, in many instances, been gradually frittered away, and the art of coaxing has been acquired instead of discreet government. In schools of from forty to a hundred scholars, where the number is nearly equalled by the variety, a morbid sentiment relies for subordination on the power of persuasion alone. Those who are governed nowhere else, and nowhere else persuaded, are expected to be held under a salutary restraint by the gentle sway of inviting motives. If we may suppose cases where this lenient power is strong enough to curb the wayward and subdue the refractory, we think it must be in cases where rare skill is applied to select specimens of human nature. We urge nothing against the power of persuasion within its reasonable limits, and we could wish that these limits were much wider than they are, as they doubtless would be with improved domestic education. Early and steady respect to authority at home, prepares the way for easy government in school, and whilst it is a perpetual blessing to the child, it is a present comfort to the parent and a service done to the public. Not till an even-handed authority creates the power of persuasion at home, may we expect its triumph abroad. Whatever value, then, we put upon its gentle influence, we think that, at least in schools, it is not good for it to be alone. Law, not a name, but a power, must have a known existence, and if this knowledge cannot be communicated by its letter, it should be acquired by a sense of its wholesome penalties. There are those so headstrong from long indulgence and from their habits of early domination, that to bring them to their duty in school, and to keep them from marring their own and others' good, by the gentle power of motives, would be as unreasonable an expectation as that of subduing the wild colt of the prairie without a thong or a bridle. To say that such should at once be turned out of school, is to say that they shall not have the very benefit which all need, and they more than others, the benefit of a well-governed school, to whose government their submission might be a salutary novelty. To expel a pupil from school should be done only by a cautious decision and as an ultimate resort. To inflict upon him this disgrace, and to deprive him of the advantages of education is, in some sense, to punish the community. Such a result may sometimes be unavoidable, but in most cases it may be shunned by the prevalence of a quick and strong sense, within the section, of the importance of a firm and well-sustained government in the school, and by leaving mainly to the discretion of him, who is held responsible for the success of the school he teaches, to find where persuasion can, and coercion must, do its work.

We are unwilling to dismiss this part of our subject, without pressing further the importance of a correct general sentiment respecting schools, both public and private, and of every grade. We think that much of the inefficiency of schools is occasioned by an unintentional and indirect interference of parents with the appropriate authority and influence of the teacher. It is an interference that works no less effectually because its operation is indiscreet and unsuspected. We refer to a home-bred influence that springs up by the fireside and around the table. It drops from the parent's lips on the heart of his child, to be carried into the gatherings of children in the neighborhood, and thence, with accumulated power into the school, there to injure, if not to frustrate, the best endeavors of otherwise competent and useful teachers. It takes the place of a salutary influence that might easily be exerted by the judicious and decided co-operation of parents

while their children are under the domestic roof. The indulgence of parental fondness humors the waywardness of the child, lends a willing and partial ear to his unfounded complaint against the teacher, entertains unjust suspicions of the latter's intellectual attainments, and discretion in government. Instead of placing the full weight of parental authority in the hands of the teacher, it takes away from those hands much of the authority which the deliberate and settled wisdom of the State has placed in them. We therefore respectfully, but with an earnest voice, call upon parents, by their tender and sacred regard to the best interests of their children, and by their enlightened respect to the general good, to refrain carefully from weakening the government and diminishing the usefulness of the teacher by hasty or ill-founded distrust of his competency or faithfulness, and to consider that, in the regulations of his school, and in his judgment of the character and conduct, the merit or demerit, of the scholar while under his eye, he has advantages for discernment which can be possessed by no one else; and to bear in mind that, as a general fact, the teacher feels his responsibility more deeply and constantly than others feel it for him, and that his reputation and disposition stimulate him to put forth his best exertions for the useful advancement of the school. Let them not forget that, while the children are in school, parental authority is passed away into other hands, and that neither the parent nor the scholar should entertain the thought that any remnant of domestic power may infringe on the supremacy of the teacher, whilst standing where the public will has placed him.—Massachusetts Teacher.

### IMPORTANCE OF APPLICATION TO STUDY.

BY THOMAS CHALMERS, D. D.

It is by dint of steady labor; it is by giving enough of application to the work, and having enough time for the doing of it; it is by regular pains-taking, and the plying of constant assiduities; it is by thee, and not by any process of legerdemain, that we secure the strength and the staple of real excellence.

It was thus that Demosthenes, clause after clause, and sentence after sentence, elaborated, and that to the uttermost, his immortal orations. It was thus that Newton pioneered his way, by the steps of an ascending geometry, to the mechanism of the heavens, after which he left this testimony behind him, that he was conscious of nothing else but a patient thinking, which could at all distinguish him from other men. He felt that it was no inaccessible superiority on which he stood, and it was thus that he generously proclaimed it.

It is certainly another imagination that prevails, in regard to those who have left the stupendous monuments of intellect behind them; not that they were differently exercised from the rest of the species, but that they must have been differently gifted. It is their talent, and almost never their industry, by which they have been thought to signalize themselves; and seldom is it adverted to, how much it is to the strenuous application of those common-place faculties which are diffused among us all, that they are indebted to the glories that now encircle their remembrance and their name.

It is felt to be a vulgarizing of genius, that it should be lighted up by any other way than by a direct inspiration from Heaven; and hence men have overlooked the steadfastness of purpose, the devotion to some single but great object, the unweariedness of labor that is given, not in convulsive and preternatural throes, but by little and little as the strength of the mind may bear it, the accumulation of many small efforts, instead of a few grand and gigantic, but perhaps irregular movements; men have overlooked these, as being indeed the elements to which genius owes the best and the proudest of her achievements.

They can not think that aught so utterly prosaic as patience, and pains-taking, and resolute industry, have any share in the upholding of a distinction so illustrious. These are held to be ignoble attributes, never to be found among the demi-gods, but only among the drudges of literature; and it is certainly true, that in scholarship there are higher and lower walks, but still the very highest of all is a walk of labor.

It is not by any fantastic jugglery, incomprehensible to ordinary minds, and beyond their reach; it is not by this that the heights of philosophy are scaled. So said he who towers so far above all his fellows: and whether viewed as an exhibition of his own modesty, or as an encouragement to others, this testimony may be regarded as one of the most precious legacies that he has bequeathed to the world.

Let me endeavour to guard you against this most common error of the youthful imagination, and into which you are most naturally seduced by the very splendor and magnitude of the work that you contemplate. The "Principia" of Newton, and the "Pyramids of Egypt," are both of them most sublime works; and looking to either as a magnificent whole, you have a like magnificent idea of the noble conception, or the one mighty power that originated each of them.

conception, or the one mighty power that originated each of them.

You reflect not on the gradual and continuous, and I had almost said creeping way, in which they at length emerged to their present greatness, so as now to stand forth, one of the stateliest monuments of intel-

lectual, and the other of physical strength, that the world ever saw. You can see, palpably enough, how it was by repeated strokes of the chisel, and by a series of muscular efforts, each of which executed not the force of a single arm, that the architecture was, lifted to the state in which, after the lapse of forty centuries, it still remains one of the wonders of the world: but you see not the secret steps of that process by which the mind of our invincible philosopher was carried upward from one landing-place to another, till it reached the pinnacle of that still more wondrous fabric which he himself has consummated.

You look to it as you would to a prodigy sprung forth at the bidding of a magician, or at least of one whose power were as hopelessly above your own, as if all the spells and mysteries of magic were familiar to him. And hence it is that naught could be more kind, and surely naught more emphatically instructive, than when he told his brethren of the species wherein it was that his strength lay; that he differed not in power, but only differed in patience, from themselves; and that he had won that eminence from which he looked down on the crowd beneath him, not by dint of a heaven-born inspiration that descended only on a few, but by dint of a home-bred virtue that was within reach of all.

There is much of weighty and most applicable wisdom in the reply given by Dr. Johnson to a question put to him by his biographer relative to the business of composition. He asked whether, ere one begin he should wait for the favorable moment, for the affatus which is deemed by many to constitute the whole peculiarity of genius? "No, sir; he should sit down doggedly," was the reply of the great moralist. And be assured, gentlemen, that there is much of substantial truth in it.

Whether it be composition, or any other exercise of scholarship, I would have you all to sit down doggedly; or if you once bethink yourselves of waiting for the afflatus or inspiration, the risk is that the afflatus may never come. Again we repeat, that if at all ambitious of a name in scholarship, or, what is better far, if ambitious of that wisdom that can devise aright for the service of humanity, it is not by the wildly, even though it should be the grandly, irregular march of a wayward and meteoric spirit that you will ever arrive at.

wayward and meteoric spirit that you will ever arrive at.

It is by a slow, but surer path, by a fixed devotedness of aim, and the steadfast prosecution of it, by breaking your day into its hours and its seasons, and then by a resolute adherence to them; it is not by the random sallies of him who lives without a purpose and without a plan, it is by the unwearied regularities of him who piles the exercise of a self-appointed round, and most streamously perseveres in them. It is by these that mental power, I will not say is created, but it is by these that mental power is both fostered into strength, and made tenfold more effective than before. Precise and methodical, and dull as these habits may be deemed, it is to them that the world is indebted for its best philosophy, and its best poetry.—From an Address to the Students of St. Andrew's.



TORONTO: OCTOBER, 1858.

# EDUCATIONAL INSTITUTIONS OF A COUNTRY, ONE INTEREST.

The several pursuits of the professional men, merchants, manufacturers, agriculturists, mechanics and other classes, constitute the one great interest of a country—its intelligence and enterprise, its wealth and prosperity. The farmer and manufacturer are not enemies, but mutual helpers and co-workers in the material progress of a country; and so with each of the other kinds of employment. Mutual hostility would be mutual injury, while common co-operation will advance the common welfare. Justice and political economy have alike protested against class-legislation and government—that is, making and administering laws for the benefit of one class of the population, to the injury of other classes. The same principle applies equally to different classes of Schools as to different kinds of

pursuits and employments. The Schools are the fountains whence issue the intellectual wealth of the country, as are agriculture, commerce, and manufactures, the source of its material wealth; nor can the latter be developed without the culture of the former. Each class of Schools has its appropriate office in a system of Public Instruction, as has each employment in the material prosperity of a country; and the completeness of such a system depends upon the adaptation and efficiency of each class of the seminaries of learning established. The one, therefore, must not be countenanced and supported to the exclusion of the other; but all must be aided as far as possible, to fulfil their appropriate functions in the best manner.

In former years, liberal appropriations were made in Upper Canada to the higher seminaries of learning, while little was done for the support and improvement of elementary Schools. Latterly, this inequality has been, in a great measure, rectified; and now, with the bare exception of a school fee of one shilling and three pence per month, and that at the option of each School Municipality, the entire property of the country is made responsible for the Common School education of the country.

The same principle is applicable to our Grammar Schools and Colleges. Though the number of those taught by them are necessarily much less than the number taught by the Common Schools, yet are their operations equally essential to the highest advancement of a country.

There is, perhaps, a tendency in the public mind to undervalue the national importance of the higher institutions of learning. With a view of counteracting any tendency of this kind, and of imparting, as widely as possible to the popular mind, correct and enlightened views on this important subject we have inserted the first article in this number of the Journal of Education, headed, "Universities and Colleges, as well as Common Schools, the interest of a whole People." It is the production of one of the most practical men and ripest scholars in the United States, and will well repay an attentive perusal.

#### TRUSTEES' BLANK ANNUAL REPORTS, &c.

With the Journal of Education for next month, (November,) will be sent to all the School Trustee Corporations in Upper Canada, blank school reports for 1853, and blank semi-annual returns for the second half of the year, with plain and full directions for filling them up. These blank reports and returns—upwards of 8000 each,—being sent out at so early a period, will afford Trustees and Teachers ample time to have them carefully prepared and transmitted to their Local Superintendents at the time required by law. They will be enclosed directly to the Trustees, with the Journal of Education, to save Local Superintendents the trouble of addressing them; but to meet special cases, a few extra copies will be retained, and sent to Local Superintendents, or Trustees, on application.

# PROCEEDINGS OF MUNICIPALITIES IN REGARD TO PUBLIC SCHOOL LIBRARIES.

The Regulations and Catalogues of Books for Public School Libraries were sent to the Municipalities the latter part of August; and up to the 19th of September, the replies from which the following extracts are made, were received,—addressed to the Chief Superintendent of Schools, and affording, we believe, a fair indication of the feeling of the country generally, in regard to the most important step which has yet

been taken for the diffusion of useful knowledge. In witnessing the exemplification of such a spirit, and especially in new and thinly settled Townships, and comparing it with similar proceedings in other states, an Upper Canadian may well feel proud of his country, and anticipate for it a future of unrivalled intelligence and prosperity.

We may state in this place what has been communicated by letter to various parties:—

- 1. That in consequence of misapprehensions in several instances, and earnest requests, answers will be received from Municipalities to the Circular on Public School Libraries, until the 20th of October.
- 2. That Municipalities are not to advance any money for the Libraries until the books are available to them; of which they will receive due notice, as well as a notification of the apportionment of the Library Grant, as early in November as possible.
- 3. That any Municipality which shall signify its purpose to raise a sum of money for the establishment of a library before the first of next July, will be entitled to share in the present apportionment; but this purpose, together with the sum proposed to be raised, must be notified to the Chief Superintendent of Schools on or before the 20th of October.
- 4. That each Municipality from which no such notification shall have been received by the 20th October, will be considered as declining the present offer made for the establishment of a Public Library.
- 5. That immediately after the 20th October, the apportionment will be made to those Municipalities which shall have signified their wish to share in it and establish Public School Libraries, according to the terms and regulations published in the Journal of Education for July.

East Flamboro, Town Clerk's Office, Waterdown, Sept. 5, 1858.

DEAR SIR,—I beg to forward to you the copy of a resolution passed by this Council on Saturday last, and also to assure you that the liberal offer of the Government through you was properly appreciated and readily acquiesced in, although to a limited extent in consequence of the funds of the Township having been mostly disposed of for the present year:

Moved by R. Baker, and seconded by A. Binkley, and passed unanimously.

Resolved.—That this Council appropriate the sum of Fifty Pounds C'y, to purchase a Township Library, in accordance with the provisions offered by the Chief Superintendent of Education of Upper Canada to Municipalities, and that the Reeve do forward the above amount before the 20th day of October next, and solicit the Chief Superintendent to make the selection and forward the Books.

(Signed)

ALEX'R BROWN, Reeve.

R. N. HOPKINS, Township Clerk.

SEYMOUR, September 5, 1858.

SIR,—It is with extreme pleasure that I enclose you a copy of a resolution passed by the Township Council, at their sittings this day, and also a list of books which they particularly desire to possess in the proposed Township Library. The By-Law to assess the rateable property to the extent of £280 was passed also, and we shall be prepared to pay the sum of £200 by the 31st day of December next. You will perceive that our Council are in earnest when you consider that we are situated completely in the rear of the County, and the Township is one of the poorest.

I have &c.,

(Signed)

HENRY ROWED, Reeve.

Copy of a resolution passed by the Seymour Township Council, the 5th day of September, 1868:

Resolved—That this Council fully appreciating the advantages to be derived by the establishment of Township Libraries, pledge themselves to raise the sum of Two Hundred Pounds, to be expended by the Chief Superintendent, conjointly with any sum to which the Municipality may be entitled from the public funds for the purpose of purchasing Books;—the money to be payable by the 31st day of December next. The Council cannot let the opportunity pass without expressing their sincere thanks for the untiring energy and zeal displayed by the Rev. Egerton Ryerson, in the cause of education and moral improvement. The Council also take the liberty of requesting that he will undertake to choose where the annexed list has failed in making the amount of books which the grant would cover.

(Signed)

HENRY ROWED, Reeve.

CHATHAM, Canada West, Sept. 7, 1858.

Sir.—I have the honour to acquaint you that the Municipal Council of the Township of Harwich, at a meeting held on the 23rd August, 1853, passed a By-Law for the purpose of raising the sum of £100 for the establishment of a School Library in that Township, and that the rate for same has been placed on the collection roll for 1853, to be collected together with the other rates.

I have &c., (Signed)

WILLIAM COSGROVE, Clerk,
M. C. Township of Harwich.

Woodstock, September 8, 1853.

SIR,—I feel much pleasure in stating to you that by a resolution of the Municipal Council of the Township of North Oxford, that the sum of Twelve Pounds Ten Shillings, has been levied towards the formation of a Township Library. I regret much that owing to our Township being a very small and a very poor one, the Council did not consider themselves justified in levying a larger sum, but trust next year to increase it.

Perhaps you will be kind enough to make the selection of books which will be most suitable for us, and to let me know where and to whom to send the above amount.

I have &c.,

(Signed)

W. S. LIGHT, Reeve, North Oxford.

TOWNSHIP CLERK'S OFFICE, HAMILTON, 8th September, 1858.

SIR,—I am requested by the Municipal Council of this Township, to inform you that they have voted the sum of Sixty Pounds, (£60) towards procuring a Library for this Township. And also, that they have resolved to allow the Chief Superintendent to select such books as he may think fit. The money can be paid by the 20th October, or before if necessary;—please say to whom, or to whose order it has to be paid over.

I am, &c.,

(Signed) GEO. STEWART, Township Clerk, Hamilton.

WOODSTOCK, 10th September, 1858.

Rev. Sir,—I beg to inform you that the Municipal Council of the Township of Blandford, have granted Twenty Pounds, for the purpose of forming a Township Library. This sum can be forwarded to you at once if required.

I also beg to state that the Council have requested the Township Superintendent to make the selection of the books.

I am, Rev. Sir, &c.,

(Signed

JOHN BARWICK, Reeve.

Peterboro', 10th September, 1853.

SIR,—With reference to your circulars in the Journal of Education, on the subject of School Libraries, the Board of Trustees of the Peterboro\*Union School, held a special meeting, yesterday evening, and passed a resolution, of which the following is a copy:

" Moved, seconded and carried unanimously,-That with the view

of availing of the Government appropriation, for the formation of School Libraries, and in accordance with the Chief Superintendent's Circular—the sum of Fifty Pounds be raised by taxation, and placed on the estimate of required expenditure for the year 1853—as an equivalent towards the formation of a Library for the Peterboro' Union School, and that the Secretary do forward a copy of this resolution to the Chief Superintendent for his information."

I have, &c.

(Signed)

F. FERGUSSON, Sec'ty B. Trustees.

NAPANEE, 10th September, 1853.

Sir,—I beg to inform you, that the Municipal Council of the Township of Richmond, has appropriated the sum of Twenty-five Pounds Cy., for the purpose of procuring a School Library, and that the money will be paid by the Twentieth of October next, according to the terms of 3rd August last.

The Council request that you will be kind enough to make a selection of such works as you may think best.

Your obd't serv't,

(Signed)

WM. V. DETLOR, Clerk, of Richmond.

PINE GROVE MILLS,

S. S. No. 12, VAUGHAN, September 18th, 1858.

REV. SIR,—In conjunction with Wm. R. Grahame, Esq., and Mr. Bywater, I have selected from the Catalogue, published in the Journal of Education, Books amounting to £75, in hopes that in addition to the £50 raised by assessment, our portion of the Government appropriation applicable to School Libraries, will reach at least one-half of that sum. The money is in hand, and the Trustee-Treasurer, Mr. Bywater, will attend to the business without delay.

I remain, &c.

(Signed)

J. W. GAMBLE.

TOWNSHIP OF BIDDULPH, September 13th, 1853.

Rev Sm.—I am directed by the Municipality of the Township of Biddulph to forward to you a copy of a Resolution passed by the Council at its last sitting, appropriating a sum of money for the purchase of a Township Library.

Resolved,—That the Council feels it to be their duty to avail themselves of the privilege held forth by the Government appropriation to purchase a Township Library,—for which purpose they have appropriated the sum of Fifty Pounds out of the funds of the Township for the current year, which will be available about the middle of December next.—Carried.

(Signed)

John Atkinson, Township Reeve.

Township of Oro, September, 13th, 1853.

SIR,—I received your Journal of Education on the 10th instant. which I laid before the Council on the 12th, and they have passed a Resolution, that the sum of Twenty Pounds be remitted to you without delay, for the purpose of purchasing a Township Library.

I have, &c.

(Signed)

Duncan Clark, Township Clerk.

#### TOWN HALL,

TOWNSHIP OF GOULBOURNE, September, 18th, 1853.

REV. SIR,—In accordance with your Official Circular to Township Councils upon the establishment of Public School Libraries, I am directed by the Municipality of the Township of Goulbourne to inform you that, they have appropriated the sum of £20 for the purchase of a Township Library, which sum will be forwarded to you before the 20th October next, in order that the books may be procured before the close of the navigation. I am further instructed to add, that the Council regrets very much the sum is so small for a purpose so desirable. The state of the funds of the Municipality not being such as to admit of a larger appropriation, and not having taken the subject into consideration at a date sufficiently early to enable them to levy a tax for that purpose during the present year.

With regard to the selection of the books, I am directed to state

that, having unbounded confidence in your judgment and ability, they request you will be kind enough to act for them.

I have, &c.

(Signed)

Carleton Cathcart, Township Clerk & Treasurer.

MULMUR, 14th September, 1853.

SIR,—I am directed by the Reeve and Council of the Township of Mulmur to let you know, that, at the sitting of the said Council on the 12th inst., the Council passed by By-law, to levy and raise by a tax of one half-penny in the pound on all rateable property on the Resident Roll of said Township, for the purpose of enabling the Council to establish a Township Library, and it amounts at the above rate to the sum of £26 12s, 9d.

I am, Sir,

Your Obedient Servant,

(Signed)

JOHN LITTLE, Township Clerk, Mulmur.

MARLBOROUGH, 14th September, 1853.

Sir,—By desire of the Reeve and Council of the Township of Marlborough, I send you a copy of a resolution adopted by the Council of said Township, granting the sum of Fifty Pounds, for a Township Library, which sum will be available on the 1st of October next.

Resolved—That this Council feels anxious to avail themselves of the privilege held forth by the present Government appropriation, to purchase a Township Library, for which purpose they have appropriated the sum of Fifty Pounds out of the general funds of the Township, which will be available about the 1st of October next.

(By order,)

EDWARD MILLS, Township Clerk.

CLERK'S OFFICE, ADELAIDE, Sept. 14, 1853.

Rev. Sir,—I am commanded by the Municipal Council of the Township of Adelaide, to inform you that they have appropriated Fifty Pounds for the purchase of a Township Library, and that the money will be forwarded to you previous to the 20th day of October, in accordance with your Circular.

I have &c.,

(Signed)

John A. Scoon, Township Clerk.

Town CLERK'S OFFICE,

Walpole, 14th September, 1853.

Sir.—I am instructed by the Municipal Council of Walpole, to communicate to you, that the sum of Fifty Pounds Cy., has been appropriated to the establishing of a Township Library, and that one-half of the said sum will be forwarded to you per mail previous to the 20th October, (unless you advise any other mode of transmission,) the Council being anxious to obtain books for the ensuing winter; the other half of the appropriation will be ready by the latter part of December. Accompanying this is a selection of books made by the Council, for the Township Library, and with any further amount that may be available from the apportionment of the Public Grant for this purpose, the Council respectfully request you to select such books as you consider advisable.

I have &c.,

(Signed)

JOHN HEASMAN, Town Clerk.

CLERK'S OFFICE, TOWNSHIP OF STEPHEN, 14th September, 1858.

Rev. Sir,—I feel great pleasure in communicating to you the pleasing intelligence that the Stephen Township Council at their last sitting, passed a resolution appropriating the sum of Forty Pounds from the general funds of the Municipality, for the purpose of establishing a Township Library, which sum will be available about the first day of January next.

I have &c.,

(Signed)

THOMAS TRIVITT, Township Clerk.

Ingersoll, 16th September, 1853.

Rev. Sir,—I am directed by the Board of School Trustees, for the village of Ingersoll, to inform you, that we have passed a resolution for the Council of the village to tax the property within the Corporation,



to the amount of Thirty Pounds, cy., for the purpose of availing ourselves of the Government grant, for forming a Public School Library, for the use and benefit of the Inhabitants of the village, which sum will be collected with the other Taxes, and will be sent to you by the end of the present year.

I am also directed to inform you that the enclosed list of books is what we wish you to select the above amount from, leaving the balance of them till we receive the Government grant.

The Board furthermore directs me to inform you that it is with the greatest degree of pleasure they have commenced the duties of forming a Library, knowing well that it is a noble effort to direct aright the education of the people even after they have left the Common School, and they hope that your efforts will be seconded by the people throughout Canada.

I have, &c.

(Signed)

JOHN BUCHANAN, Secretary, Board of School Trustees, Village of Ingersoll.

BRAMPTON, 16th September, 1858.

Rev. Sig.—I have the honor to inform you that the Board of School Trustees for this Village, have resolved to appropriate the sum of Twenty-five Pounds, Cy., for the purchase of a Common School Library, the amount to be paid into the Education Office on or before the 20th of October next, and have named a Committee to select suitable books from the catalogue.

By order of the Board.

(Signed)

JOHN HOLMES, Secretary and Treasurer.

Township Clerk's Office, Waterford, September 16th, 1853.

SIR,—It is with great pleasure that I have to inform you that the Municipal Council of the Township of Townsend held a Special Session on Thursday the 15th instant, for the purpose of taking into consideration the present grant for Libraries, when the Council unanimously resolved to appropriate the sum of Fifty Pounds out of the Township funds for the purchase of a Library, which amount will be available about the first or middle of October next. I have also to inform you that it is the wish of the Council that you will act in their behalf in the selection of the books that they will need, as you will be better prepared to make a good selection than they possibly can be.

I have, &c.

(Signed)

NELSON BROUGHAM, Township Clerk.

PRESTON, 16th September, 1853.

REV. Sir,—Enclosed I beg leave to send you a list of the books desired for the Preston Library. The Board has decided to raise, for the present year, by taxation, the sum of Twelve Pounds and Ten Shillings, which money will be payable in January or February next.

I have, &c.,

(Signed)

OTTO KLOTZ, Secretary Board of Trustees.

DEMORESTVILLE, September 16th, 1858.

SIR,—I have the honor to inform you that the Municipal Council of the Township of Sophiasburgh has appropriated the sum of One Hundred Pounds for the purchase of a Township Library.

The money and a Catalogue of Books will be sent you by the 20th October next.

I am, Sir, your obedient servant,

(Signed) A. GREELEY, Reeve.

Cobourg, September 17, 1853.

DEAR SIE,—The Board of Common School Trustees for this Town instruct me to write you, in reference to the establishment of a Common School Library.

1st. They will pay to you, or as you may instruct, the sum of Fifty Pounds, by the 20th October, so as that the books may be ordered forthwith.

2d. They desire that you will select for them (in accordance with your proposal to that effect) such a Library as they will be entitled to, adding this sum to their share of the Library Grant.

All feel assured that you are the best judge of what kind of books we require in the establishment of the Library, and that it will be your aim, as it

would be the aim of the Trustees, to make such a selection as will be most useful, and as will make the project popular.

I have, &c.,

(Signed)

JOHN BEATTY, Jun.

Siz,—I have the honor, by command of the Municipal Council of the Township of Tilbury East, County of Kent, to inform you that the sum of Twenty-five Pounds have been levied, and will be collected and placed at your disposal on or before the 20th October next, for the establishment of Township Library, exclusively for the purchase of books.

I have, &c.,

(Signed)

JOHN CLARK, Township Clerk.

Tilbury East, 16th September, 1858.

LOWTH, September 17th, 1858.

SIR,—I am directed by the Municipal Council of the Township of Lowth to forward to you a copy of a resolution, passed by the Council, appropriating the sum of Fifty Pounds for the purchase of a Township Library.

I have, &c.,

D. BRADT, Reeve.

Moved by Mr. SIGARD, and seconded by Mr. Ball, and

"Resolved—That this Council do grant the sum of Fifty Pounds currency for the purpose of establishing a Township Library for this Township, and that the Reeve do issue his cheque upon the Treasurer for that amount, when required."

(A true copy)

A. MARTIN, Town Clerk.

BRANTFORD, 17th September, 1853.

SIR,—I have the honor to inform you that, on the receipt of your last circular, I called a meeting of the Board of School Trustees in this Town, for the purpose of taking into consideration the subject of your circular. The Board passed a resolution to the following effect:—"That the sum of £100 be raised before the 1st June next, for the purpose of establishing a School Library in Brantford." The Board are exceedingly anxious to have a good Library established here, and are duly sensible of the trouble taken by you, and your anxiety to promote this laudable object.

I have, &c.,

(Signed)

CHARLES ROBINSON.

DARLINGTON, September 17th, 1853.

SIR,—I have the honor to transmit the following resolution, which was adopted by the Municipal Council of the Township of Darlington at its last meeting. The Council have appointed a committee to make a selection of books from your General Catalogue.

The numbers of the books selected and the money we hope to be able to forward to you by the 20th of October.

I have the honor to be, Sir, your obedient servant,

(Signed)

R. WINDATT, Township Clerk.

"Resolved—That this Municipality receives very favorably the proposition of the Chief Superintendent and Board of Education, to furnish this Municipality with a Circulating Library, and that this Municipality appropriates the sum of Fifty Pounds (£50) for that purpose, and that the Clerk do communicate the same to the Chief Superintendent of Education."

MATILDA, 17th September, 1858.

Sir,—In conformity with a resolution passed by the Council of this Municipality this day, I have to acquaint you that a resolution was passed by them, pledging this township for the amount of One Hundred Pounds, to establish a Library, and a Bye-Law will be passed in accordance with said resolution, and that they will endeavor to have the amount by the 20th October, 1853, so that the books may be procured by navigation. In fact, the money is ready to be sent when required, and I will send you a list of works at the earliest possible date.

JOHN LAING, Township Clerk. (Signed) JACOB BROUSE, Reeve.

LONGUEUIL, September 17th, 1853.

DEAR SIR,—I have much pleasure in forwarding to you the purport of a Bye-Law of the Municipal Council of the United Townships of Longueuil and Alfred, in which they have appropriated the sum of Seventy-eight Pounds currency for the establishment of a Township Library; twenty-six pounds of which is appropriated out of the Tavern Licence Fund; thirty-four pounds raised by assessment on the taxable property, and eighteen pounds raised of y subscription.

The amount of the subscription and the twenty-six pounds out of the Tavern Licence Fund will be available and placed at your disposal on or before the 20th of October. The amount assessed on property will be available about the 1st of January next.

I have, &c.,

(Signed)

CHAUNCEY JOHNSON, Town Reeve.

BROWNSVILLE, Township of King, September 19th, 1858.

REV. SIE,—I beg to inform you that the Municipality of King passed a Bye-Law, on Saturday last, to raise by assessment the sum of One Hundred and Fifty Pounds, to be applied to the purchase of books for a School Library in this Township. The money will be ready about the 20th October prox. The Council have also appointed a committee to select from the Catalogue sent by you, such books as they may think proper.

Yours, &c.,

(Signed GEORGE HUGHES, Town Reeve, King.

P. S. Since the foregoing was in type, replies have been received, and are being almost hourly received, from various other Municipalities, evincing similar proceedings and spirit with those noticed above. When the population and resources of some of the Townships are taken into consideration, the enlightened liberality of their exertions must be regarded as particularly noble, and worthy of admiration. For example, the entire population of the new Township of Stephen is, according to the last census, only 742; yet they propose to raise by assessment the sum of £40 for Public School Libraries.

We hope no Township Municipality in Upper Canada will hold back and deprive their population of the proposed facilities and advantages of useful knowledge; but that every Municipality will be doing something, in so noble and needful a work, before the 20th instant.

#### SUGGESTIONS TO TRUSTEES.

Many applications are made to the Education Office for Teachers, who have attended the Normal School. We are able frequently to recommend Teachers, in compliance with these applications; but in not a few instances we are precluded from doing so, because the Trustees applying do not state the salary they are prepared to give the Teacher. Often an answer is returned, inquiring the amount of salary they are prepared to pay; and thus two or three needless letters are exchanged, and unnecessary delay is occasioned. Trustees cannot suppose that any Normal School Teacher, would spend the time and money to visit their locality, (generally from 50 to 200 miles distant) upon an uncertainty.

It is, therefore, quite useless for Trustees to apply to the Education Office to recommend them a Teacher without stating at the same time, the salary they are willing to pay him.

We would likewise suggest that these applications be limited as far as possible to the Autumn and Spring, before the close of the Winter and Summer Sessions,—the one closing the 15th of October, and the other the 15th of April. At these periods of the year, Normal Teachers can be more readily obtained, by application to the Education Office, than at any other time.

# ROBERT STEPHENSON, AND THE BRITANNIA BRIDGE.

Mr. Stephenson, the great Engineer of the age, is now becoming largely identified with the interests of Canada, by his professional connection with our Railways, and the projected plan of a Railway Bridge over the St. Lawrence, at Montreal. The addresses which he has delivered in Montreal, Belleville, Toronto and other places in Canada, have been widely published

in the newspapers and universally read. In nearly every notice of Mr. Stephenson, allusion is made to the great triumph of scientific skill in the construction of the Tubular Bridge, over the Menai Straits—thus forming a Railway connection between the Isle of Anglesey and North Wales. The best popular description we have seen of that great work is given in the New York Observer of the 1st September, by one of the Editors, who is now travelling in Europe. We are sure our readers will peruse it with interest. It is as follows:—

We landed at Holyhead, and there the railway took us on along the coast, giving us a view of the sea on one hand, and a fine rolling country on the other. But there was nothing of interest to speak of till we came to the Tubular Bridge over the Menai Straits. This I regard as the greatest mechanical wonder of the world, and if my admiration of it had been most the greatest and a straits. it had been great when reading the many and graphic descriptions we have had of it, my wonder and pleasure were greatly increased when I came to see it. The cars swept through the tube fifteen hundred and thirteen feet in length, and we had no other sensation than that of passsing through any other covered bridge; but as soon as we reached Bangor, and the train paused, I left it, and let it go on without me, while I returned to study this stupendous work. The problem to be solved by the Architect was this—to build a bridge 1,500 feet over an arm of the sea, so high in the air as to permit the loftiest masts to pass under it, and without piers to obstruct the navigation. The point on the straits selected for the purpose was fortunately provided with a rock rising from the water, and nearly in the midst of the straits.—
This was the base of the pier, but then the bridge, without a
braw, must stretch 472 feet to one shore, and 450 to the other, and at the heigth of at least a hundred feet above the sea. Mr. Stephenson the architect, devised, and under his superintendence was executed his work, which promises to stand an enduring monument of ingenunity, enterprise, and perservance, under difficulties the most disheartening and to ordinary minds insurracuntable. To the work he brought, as the first and chief element of success, his own genius and courage, and to these he added 1800 men, for whom cottages were built along the shore, as the labour of years was before them. The bridge is to be of iron, nothing else: it is to hold itself up without an arch, and without steel cables to bind it to the rocky shores. It is to be built on the shore, steel capies to bind it to the rocky shores. It is to be built on the shore, to be floated on the water, and then raised perpendicularly, and stretched horizontally from land to land. Can it be done? The world laughed, and wise men said, no it could not be done, and it would fall of its own weight if it were done. The man of science pushed on the mighty work. Plates of iron were riveted together, and a tube, not round, as most people suppose, but square, or rather rectangular, being thirty feet high and fourteen feet wide, was built: the labour of this army extended through four and a half years. Two millions of rivets hold these iron through four and a half years. Two millions of rivets hold these iron plates in their tenacious grasp, and the tubes weigh no less than cleven thousand three hundred and sixty-six tons! During these years, these shores presented the busiest and most exciting of peaceful scenes. Schools and churches were built for the families gathered here. The arts of life were drawn around the settlement, and it was as if a new city had been suddenly planted on the straits of Menai. Sickness was rare for the air is pure and healthful, but when it did come, and death with it, the consolations of religion were not wanting to the dying or the living. More was born than died. The work went on, and at last it was done. Hydraulic presses were made to rise the mighty weights, and inch by inch they rose, till in three weeks from the time they began to ascend, they were planted on the lofty pier and stood sublime. They did not they were planted on the lofty pier and stood sublime. They did not break of their own weight. They did not bend. But would they bear the pressure of a train loaded, thundering over this awful chasm, or would the mass of iron crush and fall in ruins; like a rent world, when the first train of rail cars, with its living burden, should trust itself on the treacherous bridge. The train was ready, not with a burden of live men and fair women, to pre-enact the Norwalk tragedy, (an event that dishonors our country in the eyes of Europe) but loaded with iron and stone, to four times the weight of any train that would ever be required to pass over the trembling structure. Mr. Stephenson, the architect, mounts the locomotive himself, the engineer and solitary passenger. He moves on, and reaching midway of the longest tube, he arrests the train and pauses there, that the heaviest pressure may at once be felt, and the grand experiment be tested once for all. It was not a rask and a hair-brained feat. It was the calm confidence of a man of culation who knew what he was doing, and that he was safe. sinking of that long line, with the tremendous weight to which it was there subjected, was less than half an inch! The experiment was tested. It cost five millions of dollars, and was cheap at that.

I walked through it and then by a flight of narrow steps ascended to the top of it and walked out on the flat roof on which the strain comes and when I saw the power of those concatenated plates, it was impossible to have the sensation of fear, and I felt sure the structure will stand till some convulsion of nature shakes the sea and earth.

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# Educational Intelligence.

#### CANADA.

SCHOOL MOVEMENT IN THE VILLAGE OF COLBORNE.—This is a handsome village about fifteen miles east of Cobourg. A public meeting was held the 3rd September, by Freeholders and Householders, at which resolutions were adopted in favor of uniting the School Sections, in the immediate neighbourhood, and erecting a Grammar School, incorporating with it the several common schools.

VICTORIA COLLEGE.—A Correspondent of a Toronto city paper, gives the following statistics of the attendance of students and pupils at Victoria College during the last year.

Number of Students in attendance during the last Academic year,	150
Uniform attendance last session,	120
Number of these above 14 years of age,	100
In the classes of Greek and Latin,	60
Natural Sciences,	75
In Algebra, Geometry, and higher Mathematics,	68
Studying Moral Philosophy,	28
Rhetoric,	6
English History,	6
Intellectual Philosophy,	2
French Language,	6
Hebrew,	1
Common English branches,	50
Number of Boarders,	125
Day Scholars,	25
Number of weeks in attendance,	44
Number of Students preparing for the Christian Ministry, out of the	
120,	2

SCHOOL CELEBRATION IN THE COUNTY OF HASTINGS.—The annual celebration of Common Schools in the Township of Sidney, took place the 2nd of September. The pupils of ten schools, and nearly a thousand inhabitants were present. A procession was formed, with appropriate music and banners; partial examination of the schools took place, a sumptuous repast was prepared, and discourses were delivered. After giving an account of these interesting proceedings, the Hasting's Chronicle of the 8th September, remarks as follows:—

"It cannot be otherwise than gratifying to the friends of Education to witness the interest manifested in the cause by the people of this County, as well as to mark the progress that education is making. That nearly a thousand persons should have turned out at this busy season of the year to attend a School celebration, is one of the strongest proofs that could be given that the farmers of the County of Hastings are becoming fully alive to the necessity of having their children well educated .- They are new convinced that if their sons are to fill the various situations connected with our Municipal institutions, and keep pace with the progress of the age, they must be educated; indeed, the only barrier that has heretofore stood in the way of farmers representing many of our constituencies throughout Canada, has been their want of education, which is so indispensable in order to qualify them to discharge the duties connected with this honorable position. The School celebration at Sidney, as well as a similar creditable one which took place in Thurlow, plainly show that our uniform Common School system has taken hold of the affections of the people, and that they are determined at all hazards to sustain it, convinced as they must be that the general diffusion of education is indispensable to the perpetuation of our civil and religious liberties; for the security of these liberties rests on the intelligence and virtue of the people. Not only does education erect a bulwark against the chance of our civil and religious liberties being invaded, but it also protects a country from crime,—for it is universally admitted that ignorance is its fruitful source."

Township of Elesley.—The local Superintendent, in a letter dated 28rd August, 1858, says, "Before concluding, I have the pleasure of informing you, that upon the whole, education is prospering in this Township. We have some really good schools; and the whole people are getting more alive to the importance of having the youth of the country properly educated. In my annual report, I hope to be enabled to furnish you with some gratifying particulars."

THE CENTRAL SCHOOL AT HAMILTON.—This institution, which may almost be termed the only Institution of Hamilton, (containing about twelve hundred

pupils), is now in full operation, and is visited with intense interest and admiration by all intelligent strangers who visit the city. We are much pleased to learn from those who have had an opportunity of seeing other similar establishments in Britain, on the Continent of Europe, and in the United States, that the Central School of Hamilton is one of the most complete educational seminaries in all its departments, including its music and gymnasium, that is to be met with even in the oldest and best educated countries. We refer of course, to the accomodation, convenience, arrangement, and extent of the establishment, and its entire apparatus, as well as to the systematic and orderly management under which the multitude of pupils are taught; and we believe we are warranted in saying, that the progress being made is fully equal to the extent and imposing appearance of the Institution. We understand Mr. Sangster, the Principal, intends to continue the School during the week of the Provincial Show, and that it will be open to visitors. No doubt, hundreds will avail themselves of this privelege, and it may be assumed that a majority of those who visit it, will leave our city with the honest conviction, that the Central School in operation, was the best part of the Exhibition.—The Canadian, of August 24.

The Dundas Warder of the 2nd September, referring to the Hamilton Central School, says, "One of the greatest treats which has ever fallen to our let was experienced in a recent hasty visit to this noble institution. The building is commodious, well-ventilated and delightfully situated, and adjacent to it are the respective play grounds and gympasiums for the male and female scholars. Everything is conducted in the most orderly manner, and both teachers and the taught seem to realize that they are indeed engaged in a "delightful task." The average attendance is about nine hundred and fifty—the children are admitted without fee—nor is there any distinction between class or color; all drink at the same fountain of mind invigorating knowledge, and judging from the happy faces and cleanly appearance of the whole, we should say that none have partaken in vain. We understand that the Trustees are now engaged in the erection of three initiatory schools in different parts of the city for preparing the younger children. When these are complete, and in operation, Hamilton will afford a proud example of the success of the Free School System."

EDUCATION.—We recommend the following pithy remarks, taken from Blackwood's Magazins, on the subject of Education to the consideration of all concerned:—"Everybody should have his head, heart and hand educated. By the proper education of his heart, he will be taught to hate what is evil, foolish and wrong. And by proper education of the hand, he will be enabled to supply his wants, to add to his comfort, and to assist those around him. The highest objects of a good education are to reverence and obey God and to love and serve mankind. Everything that helps us in obtaining these objects is of great value, everything that hinders us, is comparatively worthless. When wisdom reigns in the head and love in the heart, the man is ever ready to do good; order and peace reign around him, and sin and sorrow are almost unknown."

#### UNITED STATES.

STATE SCHOOL FUNDS.

New York has a School Fund of \$1,100,000. In 1850 the legislature of that State voted to distribute \$800,000, raised by taxation, equally among the common schools, in proportion to the number attending school, between the ages of four, and twenty.

New Jersey has a School Fund of \$400,000, which is derived mainly from the income of the public works. The amount apportioned to the school districts, last year, was \$80,000. About an equal sum is raised by the several townships, and the money is expended for the education of children between the ages of five and eighteen. Of the \$80,000 distributed, \$40,000 is in land, and \$40,000 comes from the general fund.

PENESYLVANIA distributes annually among the schools, about \$200,000.

KENTUCKY appropriates annually for her common schools, about \$128,000.

Extract from the School-law of Kentucky.—" That it shall be the duty of the Commissioner of Tax, to take in the number of all the children in the county between the ages of five and sixteen, and in case of failure or neglect to do so, shall be fined \$20, to be deducted out of his compensation for his services."

RHODE ISLAND, by the act of 1845, appropriated annually the sum of \$25,000 out of the public Treasury, for the support of common schools, the receipt of which by each town made is conditional upon such town raising

one-third of the amount of its share of the fund, by taxing itself for the same object.

CONNECTICUT appropriates for the support of common schools, annually, the sum of two dollars on every thousand of her Grand List, in addition to the rents and interest of her large School Fund in lands, bonds, &c., amounting to over \$1,000,000.

MASSACHUSETTS has set apart and established as a permanent School Fund, all money and stocks in the Treasury January 1st, 1835, derived from the sales of her Maine lands, and claims on the U.S. for military services, and half the moneys received from sales of said lands thereafter, provided that said Fund shall not exceed \$1,000,000. The largest sum yet available for any one year is \$30,000, or £7,500 curency—all the rest of the money required to support their schools being raised by local voluntary taxation.

EDUCATION IN THE UNITED STATES.—It seems, says the Edinburgh Review, to be established in America that general education increases the efficiency of a nation, promotes temperance, aids religion, and checks pauperism; while all concede that it diminishes crime.

The State of New York has placed 8,500 copies of Noah Webster's quarto American Dictionary in her district schools.

M. Agassiz, the eminent Professor of Zoology and Geology in Cambridge University, is now engaged in writing "the Natural History of the Fishes of the United States."

## Siterary and Scientific Intelligence.

THE MAGNET IN THE USEFUL ARTS. - One of the most recent uses to which magnets have been applied in the arts is the manufacture of paper. Most persons must have observed on the leaves of books, more particularly those of an old date, certain offensive marks like spots of "iron mould." If we examine one of these blemishes, we shall, at the centre of it, find a minute particle of iron, the oxide of which, gradually formed by the natural moisture of the paper, has spread around to perhaps the size of sixpence or even larger. These iron particles, which come from the machines employed, and cannot be avoided, are now removed from the paper by magnets whilst it is fluid in a state of pulp. In many of the large manufactories of Birmingham and elsewhere, powerful magnets have been recently brought into use for the purpose of effecting the separation of the iron and brass filings produced in the work carried on; the filings of both metals are afterwards applied to various useful purposes, for which they would be utterly useless when mingled together as they come from the workshop; there is probably no other means by which they could be separated. In some manufactories on the continent, and I believe also in this country, where heavy iron and steel work is carried on, magnets are kept always at hand for the purpose of extracting the particles of the metal which frequently find their way into the workmen's eyes. The " needle-grinder's mask " is the next application of magnetism to be noticed; and there are lessons to be learned from the history of this invention. Any one who has visited the districts in which the needle manufacture is carried on, needs not be reminded of the deadly effect upon the workmen of the process they are engaged in. Inhaling all day long from their earliest years an atmosphere impregnated with the steel dust given off from millions of needles in the process of sharpening—(one man alone can point ten thousand in an hour) before the age of twenty their health is utterly ruined, at thirty they are emaciated old men, and death comes proportionately early. A remedy was provided: the simple plan that each man should wear whilst at work a kind of respirator of steel wire, so acted upon by magnets, as, by the power of attraction, to intercept the fatal dust in its passage to the lungs. (Sir John Herschel remarks, that "by these masks the air is not merely strained, but searched in its passage through them, and each obnoxious atom arrested and removed.") Glad, one imagines they would be, to take advantage of the discovery, but, one and all, they refused to adopt it.—They are intelligent men and cannot but be convinced of the efficacy of the invention, for, at the end of each day's work the magnets are found to be covered with steel dust, which otherwise must have passed into the lungs; but still they will not adopt it, because at present their wages are very high, proportionately to the mischief they are exposed to, or, we may say, to the short duration of their lives; and they apprehend reduced pay if their employment should be made a healthy one. The utility of the compass needle in all surveying operations, every one must be acquainted with, as it forms an essential part of the theodolite. To the miner, penetrating the recesses of the earth, and in all tunnelling operations, it is almost as indispensable as to the seaman. A recent application

of magnetism is, to the separation of ore from foreign matters, on the principle described in reference to the filings of metals.—Magnetism; by G.E. Dering, Esq.

THE COMET.—Our hemisphere is again visited by one of these brilliant wanderers through space. As soon as the sun's light became sufficiently obscure, about 71 P.M., an observer looking towards the N.W. may have seen the stranger at an elevation of about 30°, appearing like a star of about the 2d magnitude, with a tail of about 3° in length. It is not impossible that this is the comet of 1556, which is commonly supposed to be identical with that of 1264, yielding a period of revolution around the sun of 292 years. Mr. J. R. Hind, of the Royal Observatory at Greenwich, in a letter to the London Times, March 7, 1850, states computations made by Mr. Barber, of Etwell, with regard to perturbing causes affecting the return of the comet. He found that "between the years 1556 and 1592, the united attraction of Jupiter and Saturn would diminish the period 26 days; but that, between 1502 and 1806; it would be increased by the action of Jupiter, no less than 751 days, so that a retardation of 488 days must take place. How much longer Saturn, Uranus, and Neptune, may detain it beyond this time, we do not, at present, know. Mr. Hind considered that search should be made for it until the close of 1851; but later investigations, taking full cognizance of all the perturbations which it is likely to have encountered, have fixed its advent between 1853 and 1856. it is more than likely therefore, that the comet whose advent we chronicle, is the same as that of 1264 and 1556, whose period of revolution around the sun, is computed at about 290 years.—Montreal Transcript.

TRANSMUTATION OF METALS.-Many of the fundamental and leading ideas of the present time, appear to him who knows not what science has already achieved, as extravagant as the notions of the alchemist. Not, indeed, the transmutation of metals which seemed so probable to the ancients, but far stranger things are held by us to be attainable. We have become so accustomed to wonders, that nothing any longer excites our wonder. We fix the solar system on paper, and send our thoughts literally with the velocity of lightning to the greatest distance. We can, as it were, melt copper in cold water, and cast it into statues. We can freeze water into ice, or mercury into a solid malleable mass, in white heat crucibles: and we consider it quite practicable to illuminate most brightly entire cities with lamps devoid of flame and fire, and to which the air has no access. We produce artificially ultramarine, one of the most precious minerals; and we believe that to-morrow or next day some one may discover a method of producing from a piece of charcoal a splendid diamond, from a bit of alum saphires or rubies, er from coal-tar the beautiful colouring principle of madder, or the valuable remedies known as quinine and morphine. All these things are more valuable than gold. Every one is occupied in the attempt to discover them, and yet this is the occupation of an individual enquirer. All are occupied with these things, inasmuch as they study the laws of changes and transformations to which the matter is subject; and yet no individual is especially engaged in these researches, inasmuch as no one for example devotes his life and energies to the solution of the problem of making diamonds or quinine. Did such a man exist, furnished with the necessary knowledge, and with the courage and perseverance of the old gold makers, he would have a good prospect of being enabled to solve such problem.—Leibig's Letters on Chemistry.

THE USE OF GEOLOGICAL KNOWLEGE.—In several counties of Ohio, where it was supposed coal existed to the extent of a few rods or hundred yards at most, the geologist informed them that they might consider their supply inexhaustible. The rise in real estate, in different counties, was variously estimated at from one hundred thousand dollars to five hundred thousand dollars, when it was known that manufacturing means were possessed in such unexpected abundance. Professor John Locke, to whom was assigned the southwestern portion of the State, in a few moments demonstrated to the inhabitants of West Union that the rock under their feet was well suited for lime.—They had previously been hauling lime for a number of miles.

ADVANTAGES OF BURNING SMOKE.—We this week visited a farm at Barton grange, and the farmer informed us that some of his sheaves had been in the field five weeks, that a few years ago they would have been quite blackened by the smoke from Manchester, but that now they were not in the least discoloured. He ascribed this entirely to the practice of burning smoke in Manchester, and he added that the owners of steam engines there were now compelled to burn their smoke under a penalty, but that every one of whom he had conversed with declared that the burning of smoke was a considerable saving of fuel. In not a few cases an improved form of boilers has been adopted to facilitate the consumption of the smoke, but the expenses

have been abundantly repaid. Our informant, who visits Manchester weekly, spoke of the sensible difference in walking the streets of that town. From the above facts it appears that the evils of smoke extend not only to the inhabitants of the towns themselves but to those living at a distance of many miles all around, and the advantages of consuming the smoke are general to the whole district, special to the town, and greatest of all to the owners of steam engines, who find the practice to be a saving of money.—Leeds Mercury.

THE DECIMAL COINAGE.—The report of the select committee of the House of Commons appointed to inquire into the practicability and advantages, or otherwise, that would arise from adopting the decimal system of coinage. has been laid before the House. The report commences by stating that the concurrent testimony of the various witnesses with regard to the inconveniences of the existing system was clear and decided, and equally strong in favor of the adoption of the decimal system upon numerous grounds; the report concluded by saying: "Your committee feel that a certain period of preparation destined to facilitate the transition from the present to the new system, is indispensable. During such a transition period, various measures should be adopted with a view to prepare the way for ulterior changes, and to create in the public mind a desire for their completion. Your committee believe that no unnecessary delay should prevent the fall introduction of the decimal system, and they recommend that the necessary preparatory measures should be entered on at the Royal Mint as soon as possible."—London Paper.

Public LIBRARIES.—Munich has seventeen public libraries, in every one of which strangers unquestioned may enter, peruse, and depart in peace. Of these institutions, the most celebrated are lending-libraries. Statistics preach where Sermon does not lift its voice. These are its words: In London there are in round numbers 500,000 volumes accessible to the public, or about an average of twenty-two volumes to every 100 inhabitants. Dublin, with all its deficiencies, has 59. In Paris, the proportion is 160 volumes to every 100 inhabitants; in Berlin, 182; in Florence, 317; in Copenhagen, 467; in Dresden, 490; in Munich, 780. So that Paris is six times better provided than London; Berlin, seven times; Florence, thirteen times; Copenhagen, nineteen times; Dresden, twenty times; and Munich, thirty-one times.

THE CONGRESS LIBRARY.—The Congress Library was thrown open on the 24th ult. to the public for the first time since its restoration. But one opinion prevails as to the exceeding beauty and taste of the architecture of the hall, its superior adaptation to the purposes of a library, its convenience for reference, comprehensiveness, and simplicity of arrangements. There are three ranges of alcoves, one over the other for the reception of books, of which from twenty-five to thirty thousand volumes are already in place. Considerable additions have been made to the furniture of the hall, all of it made for the purpose and in harmony with the surroundings.

Mr. Meethan, the courteous Librarian was present on the occasion, and greeted with his well-known cordiality and bonhommis many of the former visitors of the hall. It will continue open, subject to the usual regulations, until some time in November, when it will be closed again till the commencement of Congress.

A VALUABLE TABLE.—The following Table, compiled from the calculations of J. M. Gornett, Esq., of Virginia, will be found exceedingly valuable to many of our mechanical readers:

 $\Lambda$  box, 24 in. by 16 in. square, and 22 in. deep, will contain a barrel, or 10,852 cubic inches.

A box 24 in. by 16 in. square, and 11 in. deep, will contain half a barrel or 5,426 cubic inches.

A box 16 in. by 16.8 in. square, and 8 in. deep, will contain 1 bushel, or 2,150.42 cubic inches.

A box 12 in. by 11.2 square, and 8 in. deep, will contain half a bushel, or 1,075 cubic inches.

 $\Delta$  box 8 in. by §.5 in. square, and 6 in. deep, will contain 1 peck, or 636.1 cubic inches.

A box 8 in. by 8 in. square, and 4.2 in. deep, will contain one-half peck, or 267.0 cubic inches.

A box 7 in. by 4 in. square, 4.8 in. deep, will contain half a gallon, or 131.4 cubic inches.

A box 4 in. by 4 in. square, and 4.2 in. deep, will contain 1 quart, or 67.5 cubic inches.—Farmer's Library.

SIR ISAAC NEWTON AND VOLTAIRE ON RAILWAY TRAVELLING .- Sir Isaac

Newton wrote a work upon the prophet Daniel, and another upon the book of Revelation, in one of which he said that in order to fulfil certain prophecies before a certain date was terminated, namely, 1260 years, there would be a mode of travelling of which the men of his time had no conception; nay, that the knowledge of mankind would be so increased that they would be able to travel at the rate of fifty miles an hour. Voltaire, who did not believe in the inspiration of the Scriptures, got hold of this and said: "Now look at that mighty mind of Newton, who discovered gravity, and told us such marvels for us all to admire. When he became an old man, and got into his dotage, he began to study that book called the Bible; and it seems, that in order to credit its fabulous nonsense, we must believe that the knowledge of mankind be so increased that we shall be able to travel at the rate of fifty miles an hour. The poor dotard!" exclaimed the philosophic infide! Voltaire, in the self-complacency of his pity. But who is the dotard now?—Rev. J. Craig.

ANECDOTE OF PITT.—Mr. Pitt was a remarkably shy man. He was on terms of the greatest intimacy with Lord Camden, and being at his house on a morning visit, "Pitt," said his lordship, "my children have heard so much about you that they are extremely anxious to have a glimpse at the great man. They are just now at dinner in the next room: you will oblige me by going in with me for a moment."

"Oh, pray don't ask me; what would I say to them?"

"Give them, at least, the pleasure of seeing you."

And half led, half pushed into the room, he approached the little group, looking from their father to them, from them to their father, twirling his hat, without finding a single sentence at his disposal. So much for the domestic eloquence of an orator.—Selected.

#### STATISTICS OF THE BRITISH NORTH AMERICAN PROVINCES.

#### UPPER CANADA-1859.

Popula-

Counties.	tion.	Acres.	Valuation. County Towns.
1. Glengarry	17596	288080	£511327Alexandria (v).
2. Prescott	10487	305620	281420L'Orignal.
3. Stormont	14643	250200	460852Cornwall.
4. Russell	2870	242400	56520
5. Dundas	13311	241200	395670Morrisburg (v).
6. Carleton	31397	574520	1027270Bytown.
7. Renfrew	9415	725000	161157McNab (v).
8. Lanark	27317	755000	725181Perth.
9. Grenville	20707	269280	493946Prescott.
10. Leeds	80290	515400	886504Brockville.
11. Frontenae	30735	858940	761570 Kingston.
12. Addington	15165	368700	680234Bath (v).
13. Lennox 14. Prince Edward	7955	108000	376507Napanee (v).
14. Prince Edward	18887	213900	953566Picton.
15. Hastings	31977	847800	940942Belleville.
16. Northumberland	81229	467500	1267453Cobourg.
17. Peterborough	15237	643300	444614Peterborough
18. Victoria	11657	478200	340628Lindsay (v).
19. Durham	30732	396600	1287880Port Hope.
20. Ontario	23571	503600	1551765Whitby.
21. York	80724	558100	3013420Toronto.
22. Simcoe	27165	1150000	906938Barrie.
23. Peel	24816	293200	1436838Brampton.
24. Halton	18322	232000	1094583Milton.
25. Wentworth	42619	273000	1745242Hamilton.
26. Lincoln	23868	195700	1321919Niagara.
27. Welland	20141	228000	1116412Merrittsville
28. Haldimand	18788	293524	884167Cayuga-
29. Norfolk	21281	383200	976723Simcoe
80. Brant	25426	266004	1481357Brantford.
81. Waterloo	26537	328463	1425867Berlin.
82. Wellington	26798	791604	1110558Guelph.
83. Grey	13217	1485905	342723Sydenham.
OF TIMES	2837	634764	36799Penatangore (v).
85. Huron 86. Perth	19198	892769	650878Goderich.
36. Perth 37. Oxford	15545 32638	446728 457600	533606Stratford.
	25418	450200	1606024Woodstock.
88. Elgin 39. Middlesex	20418 89899		1000000St. Thomas.
40. Lambton	12040	690698 699826	1255175London.
41. Kent	17469	557000	596942Port Sarnia.
42. Essex	16817	433300	496579Chatham. 549966Sandwich.
74 1300CA	10817	900000	ownooSandwich.
	953239	20794825	87187222

#### LOWER CANADA—1852.

	TOWER CANADA—1802.	
1.	Tadoussac	1865Tadoussac.
2.	Chicoutimi	7079Chicoutimi.
3.	Saguenay	13041Baie St. Paul.
4.	Montmorency	9598Chateau Richer.
5.	Quebec	60941Quebec.
6.	Portneuf	19951 Cap Santé.
7.	Champlain	18896 Batiscan.
8.	St. Maurice	14147Three Rivers
9.	Maskinongé	13415Maskinonge.
10.	Berthier	16890 Berthier.
11.	Jolliette	18218 Jolliette.
12.	Montcalm	12824 St. Patrick.
13.	L'Assomption	16866L'Assomption
7.4	Montreel Hockslam Diding	
15.	Montreal, Jacques Cartier Riding	77381Montreal



LOWER CANADA—Conf	immed.	POPULATION OF CHIEF CITIES.
Counties.	Popula- tion. County Towns.	Toronto, U. C. 18420 21000 30775 Hamilton 4 5800 6833 14112
aval lava	11053Tle Jésus.	KIIIKSCOU
errebonnewo Mountains	163535te, Therese.	Quebec, L. C. 84500 87000 42058 Montreal " 44098 50000 12715
rzenteuil	14129St. Placide.	Frederickton, N. B. 8700 4000 4458
Ontiac	18038Aylmer. 9865Allumettes.	8t. Johns, 19500 29000 22745 Halifax, N. S. 22000 23500 26000
/audreuil	9917 vaudreum	Charlestown, P. E. I
oulanges		St. John's, N. F. 12000 19000 \$1000
Seauharnois	12162 Beauharnois.	
hateauguay		MADO OF CAMADA GLOBER & APPARATUS.
t. Johns	15226St. Jean.	MAPS OF CANADA, GLOBES, & APPARATUS.
Aprairie		TOR SALE at the Depository in connection with the Education Office
hamblyerchères	14165Varennes.	Toronto:—
t. Hyscinthe	19350Sorel.	Maps—Canvas Rollers, and Varnished.
kouville	16338St. Hilaire.	& s. d.
berville fissisquoi, West_Riding	14861St. George. 15203Philipsburg	1. Bouchette's Map of British North America with latest
Lissisquoi, East Riding	10010Brome.	County divisions, statistics, &c. 7 ft. 6 in., by 4 ft. 8 in 2 10 0
hefford	11083Granby. 13622Upton.	2. Thayer, Bridgman and Fanning's Map of Canada, New
rummond	9025Drumm <b>ond.</b>	Brunswick, and Nova Scotia, with latest County divisions,
(amaska		3 ft. by 2 ft. 6 in
Vicolet Arthabaska		hv 1 ft. 10 in.
Sherbrooke		4. Smith's Map of Upper Canada, with names of Counties,
Therbrooke (town)	10255Stanstead.	Cities, Towns, Villages, &c., (engraved on copper,) 2 ft.
Compton	7463Compton.	by 1 ft. 6. in 9 5 0
Volfe	15507Ste. Marie.	Globes.
legantic	15357Somerset.	1. Cornell's 9 inch Globes, with Stand, each 2 10
otbinièreevis	14855St. Joseph.	2. Do. 5 do. do. do. do 0 17
Oorchester	12790 St. Anselme.	8. Holbrook's 5 inch do. do. do 0 6
Sellechasse		Apparatus.
/Islet	10591L'Islet.	1. Holbrook's Box of Apparatus, with Improvements 5 10 (
Kamouraska	19375 Kamouraska.	1. Holbrook's Box of Apparatus, with improvements 0 10 2. Do: do. Geological Specimens, 80 0 10
Rimouski	13351Rimouski.	3. Varty's do. do. 96 (large) 2 18
Bonaventure	10853Carlisle.	4 Do do do 144 (small) 2 15 (
(aby 6		5 Do Cabinet of Natural Objects
	890261	6. Do. do Showing the Natural History of the Sikworm. 0 7
Company of the Compan		7. Do. do do. do, do Bee 0 7 6
NEW BRUNSWICK— Westmoreland	17814	UNIVERSITY COLLEGE, TORONTO. THE ANNUAL EXAMINATIONS will commence on FRIDAY, Septen her Sold. The examination of Candidates for Scholarships, and for
Westmoreland Albert Kent Northumberland Gloucester Restigouché.	17814. Dorchester 6313. Hopewell 11410. Bichibucto, 15064. Newcastle 11704. Bathurst. 4161. Dalhousie. 5408. Grand Falls. 11108. Woodstock. 17628. Frederickton. 5301. Burton. 10634. Gagetown. 18842. Kingston. 38475. St. Johns.	UNIVERSITY COLLEGE, TORONTO.  THE ANNUAL EXAMINATIONS will commence on FRIDAY, Septem ber 30th. The examination of Candidates for Scholarships, and for admission, will be held on October 14, 15, 17, 18, and 19. The number Scholarships offered for competition is 8:  Two with the annual stipend of £35, and exemption from Fees.  Two with the annual stipend of £35, and exemption from Fees.  Two with the annual stipend of £25, and exemption from Fees.
Westmoreland Albert Kent Northumberland Gloucester Restigouché Victoria Oarleton York Sunbury Queens Kings St. Johns	17814. Dorchester 6313. Hopewell 11410. Bichibucto, 15064. Newcastle 11704. Bathurst. 4161. Dalhousie. 5408. Grand Falls. 11108. Woodstock. 17628. Frederickton. 5301. Burton. 10634. Gagetown. 18842. Kingston. 38475. St. Johns.	UNIVERSITY COLLEGE, TORONTO.  THE ANNUAL EXAMINATIONS will commence on FRIDAY, Septem ber 30th. The examination of Candidates for Scholarships, and for admission, will be held on October 14, 15, 17, 18, and 19. The number Scholarships offered for competition is 8:  Two with the annual stipend of £35, and exemption from Fees.  Two with the annual stipend of £30, and exemption from Fees.  Two with the annual stipend of £20, and exemption from Fees.  Two with the annual stipend of £20, and exemption from Fees.  One of the Scholarships in each of these grades will be awarded in the second of the Scholarships in each of these grades will be awarded in the second of the Scholarships in each of these grades will be awarded in the second of the Scholarships in each of these grades will be awarded in the second of the Scholarships in each of these grades will be awarded in the second of the sec
Westmoreland Albert Kent Northumberland Gloucester Restigouché Victoria Carleton York Sunbury Queens Kings St. Johns Charlotte	17814. Dorchester 6313. Hopewell. 11410. Richibucto, 15064. Newcastle. 11704. Bathurst. 4161. Dalhouste. 5408. Grand Falls. 11108. Woodstock. 17628. Frederickton. 5301. Burton. 10634. Gagetown. 18842. Kingston. 38475. St. Johns. 19338. St. Andrews.	UNIVERSITY COLLEGE, TORONTO.  THE ANNUAL EXAMINATIONS will commence on FRIDAY, Septer ber 30th. The examination of Candidates for Scholarships, and for admission, will be held on October 14, 15, 17, 18, and 19. The number Scholarships offered for competition is 8:  Two with the annual stipend of £35, and exemption from Fees.  Two with the annual stipend of £25, and exemption from Fees.  Two with the annual stipend of £20, and exemption from Fees.  Two with the annual stipend of £20, and exemption from Fees.  One of the Scholarships in each of these grades will be awarded in the Classical, and the other in the Mathematical Department.  Each of the Scholarships is tenable for four years, on certain conditions.
Westmoreland Albert Kent Northumberland Gloucester Restigouché Victoria Carleton York Sunbury Queens Kings St. Johns Charlotte  NOVA SCOTIA—18	17814. Dorchester 6313. Hopewell. 11410. Richibucto, 15064. Newcastle. 11704. Bathurst. 4161. Dalhousie. 5408. Grand Falls. 11103. Woodstock. 17628. Frederickton. 5301. Burton. 10634. Gagetown. 18842. Kingston. 38475. St. Johns. 19038. St. Andrews.	UNIVERSITY COLLEGE, TORONTO.  THE ANNUAL EXAMINATIONS will commence on FRIDAY, Septer ber 30th. The examination of Candidates for Scholarships, and for admission, will be held on October 14, 15, 17, 18, and 19. The number Scholarships offered for competition is 8:  Two with the annual stipend of £35, and exemption from Fees.  Two with the annual stipend of £30, and exemption from Fees.  Two with the annual stipend of £25, and exemption from Fees.  Two with the annual stipend of £20, and exemption from Fees.  One of the Scholarships in each of these grades will be awarded in the Classical, and the other in the Mathematical Department.  Each of the Scholarships is tenable for four years, on certain conditions the part to be a made on a polication to the President.
Westmoreland Albert Kent Northumberland Gloucester Restigouché Victoria Oarleton York Sunbury Queens Kings St. Johns Charlotte	17814. Dorchester 6313. Hopewell. 11410. Richibucto, 15064. Newcastle. 11704. Bathurst. 4161. Dalhousie. 5408. Grand Falls. 11103. Woodstock. 17628. Frederickton. 5301. Burton. 10834. Gagetown. 18842. Kingston. 38475. St. Johns. 19338. St. Andrews. 193800  51. 17590. Sidney. 10000. Bedeque.	UNIVERSITY COLLEGE, TORONTO.  THE ANNUAL EXAMINATIONS will commence on FRIDAY, Septem ber 30th. The examination of Candidates for Scholarships, and fadmission, will be held on October 14, 15, 17, 18, and 19. The number Scholarships offered for competition is 8:  Two with the annual stipend of £35, and exemption from Fees.  Two with the annual stipend of £30, and exemption from Fees.  Two with the annual stipend of £25, and exemption from Fees.  Two with the annual stipend of £20, and exemption from Fees.  One of the Scholarships in each of these grades will be awarded in to Classical, and the other in the Mathematical Department.  Each of the Scholarships is tenable for four years, on certain condition which may be learned on application to the President.
Westmoreland Albert Kent Northumberland Gloucester Restigouché Victoria Darleton York Sunbury Queens Kings St. Johns Charlotte  NOVA SCOTIA—18 Cape Breton Victoria Inverness	17814. Dorchester 6313. Hopewell 11410. Bichibucto, 15004. Newcastle. 11704. Bathurst. 4161. Dalhousie. 5408. Grand Falls. 11108. Woodstock. 17628. Frederickton. 5301. Burton. 10634. Gagetown. 18843. Kingston. 38475. St. Johns. 19338. St. Andrews. 193800  51. 17580. Sidney. 10000. Bedeque. 18917. Port Hood.	UNIVERSITY COLLEGE, TORONTO.  THE ANNUAL EXAMINATIONS will commence on FRIDAY, Septer ber 30th. The examination of Candidates for Scholarships, and admission, will be held on October 14, 15, 17, 18, and 19. The number Scholarships offered for competition is 8:  Two with the annual stipend of £35, and exemption from Fees.  Two with the annual stipend of £25, and exemption from Fees.  Two with the annual stipend of £20, and exemption from Fees.  Two with the annual stipend of £20, and exemption from Fees.  One of the Scholarships in each of these grades will be awarded in the Classical, and the other in the Mathematical Department.  Each of the Scholarships is tenable for four years, on certain condition which may be learned on application to the President.  Candidates are required to produce certificates of good conduct, sign by the Principal or Head Master of the Institution, at which they have become the product of the Principal or Head Master of the Institution, at which they have become the principal or the Principal or the
Westmoreland Albert. Kent Northumberland Gloucester Restigouché Victoria Darleton York Sunbury Queens Kings St. Johns Chariotte  NOVA SCOTIA—18 Cape Breton Victoria Inverness Richmond Sidney	17814. Dorchester 6313. Hopewell 1410. Bichibucto, 15004. Newcastle. 11704. Bathurst. 4161. Dalhousie. 5408. Grand Falls. 11108. Woodstock. 17628. Frederickton. 5301. Burton. 10634. Gagetown. 18942. Kingston. 38475. St. Johns. 19338. St. Andrews. 198800  551. 17580. Sidney. 16000. Bedeque. 16917. Port Hood. 16381. Arichat. 13467. Antigonish.	UNIVERSITY COLLEGE, TORONTO.  THE ANNUAL EXAMINATIONS will commence on FRIDAY, Septer ber 30th. The examination of Candidates for Scholarships, and admission, will be held on October 14, 15, 17, 18, and 19. The number Scholarships offered for competition is 8:  Two with the annual stipend of £35, and exemption from Fees.  Two with the annual stipend of £25, and exemption from Fees.  Two with the annual stipend of £20, and exemption from Fees.  Two with the annual stipend of £20, and exemption from Fees.  One of the Scholarships in each of these grades will be awarded in the Classical, and the other in the Mathematical Department.  Each of the Scholarships is tenable for four years, on certain condition which may be learned on application to the President.  Candidates are required to produce certificates of good conduct, sign by the Principal or Head Master of the Institution, at which they have become the product of the Principal or Head Master of the Institution, at which they have become the principal or the Principal or the
Westmoreland Albert Kent Northumberland Gloucester Restigouché Varietoria Darleton York Sunbury Queens Kings St. Johns Charlotte  NOVA SCOTIA—18 Cape Breton Victoria Inverness Richmond Sidney Gluysborough	17814. Dorchester 6313. Hopewell 11410 Richibucto, 15064. Newcastle, 11704. Bathurst, 4161. Dalhousie, 5408. Grand Falls, 11108. Woodstock, 17628. Frederickton, 5301. Burton, 10634. Gagetown, 18842. Kingston, 38475. St. Johns, 19338. St. Andrews, 193800  551. 17590. Sidney, 10090. Bedeque, 16917. Port Hood, 16381. Arichat, 18467. Antigonish, 10539. Guysborough,	UNIVERSITY COLLEGE, TORONTO.  THE ANNUAL EXAMINATIONS will commence on FRIDAY, September 30th. The examination of Candidates for Scholarships, and admission, will be held on October 14, 15, 17, 18, and 19. The number Scholarships offered for competition is 8:  Two with the annual stipend of £35, and exemption from Fees.  Two with the annual stipend of £25, and exemption from Fees.  Two with the annual stipend of £25, and exemption from Fees.  Two with the annual stipend of £20, and exemption from Fees.  One of the Scholarships in each of these grades will be awarded in the Classical, and the other in the Mathematical Department.  Each of the Scholarships is tenable for four years, on certain condition which may be learned on application to the President.  Candidates are required to produce certificates of good conduct, sign by the Principal or Head Master of the Institution, at which they have be educated, or by the Tutor by whom they have been instructed.  During the Academic year 1858, 1854, courses of Lectures will be determined.
Westmoreland Albert Kent Northumberland Gloucester Restigouché Victoria Oarleton York Sunbury Queens Kings St. Johns Charlotte  NOVA SCOTIA—18 Cape Breton Victoria Inverness Richmond Sidney Guysborough Pictou Halifax	17814. Dorchester 6313. Hopewell 11410 Richibucto, 15004. Newcastle 11704. Bathurst. 4161. Dalhousie. 5408. Grand Falls. 11108. Woodstock. 17628. Frederickton. 15031. Burton. 10334. Gagetown. 18343. Kingston. 38475. St. Johns. 19338. St. Andrews. 193800  551. 17580. Sidney. 10090. Bedeque. 16917. Port Hood. 16381. Arichat. 13467. Antigonish. 10339. Guysborough. 25588. Picton. 25589. Picton. 25104. Silfax.	UNIVERSITY COLLEGE, TORONTO.  THE ANNUAL EXAMINATIONS will commence on FRIDAY, Septer ber 30th. The examination of Candidates for Scholarships, and admission, will be held on October 14, 15, 17, 18, and 19. The number Scholarships offered for competition is 8:  Two with the annual stipend of £35, and exemption from Fees.  Two with the annual stipend of £25, and exemption from Fees.  Two with the annual stipend of £25, and exemption from Fees.  Two with the annual stipend of £20, and exemption from Fees.  One of the Scholarships in each of these grades will be awarded in the Classical, and the other in the Mattlematical Department.  Each of the Scholarships is tenable for four years, on certain condition which may be learned on application to the President.  Candidates are required to produce certificates of good conduct, sign by the Principal or Head Master of the Institution, at which they have be educated, or by the Tutor by whom they have been instructed.  During the Academic year 1853, 1854, courses of Lectures will be devered on the following subjects:—  Rev. J. McCaul, LLD.
Westmoreland Albert Kent Northumberland Gloucester Restigouché Victoria Darleton York Sunbury Queens Kings St. Johns Charlotte  NOVA SCOTIA—18 Cape Breton Victoria Inverness Richmond Sidney Guysborough Pictou Haiifax Colchester	17814. Dorchester 6313. Hopewell 11410 Bichibucto, 15064. Newcastle, 11704. Bathurst, 4161. Dalhousie, 5408. Grand Falls, 11108. Woodstock, 17628. Frederickton, 5301. Burton, 10634. Gagetown, 18842. Kingston, 38475. St. Johns, 19338. St. Andrews, 198800  51.  17590. Sidney, 10000. Bedeque, 16917. Port Hood, 10381. Arichat, 13467. Antigonish, 10389. Guysborough, 25593. Pictou, 38112. Haifax, 15460. Truro.	UNIVERSITY COLLEGE, TORONTO.  THE ANNUAL EXAMINATIONS will commence on FRIDAY, Septements of Scholarships, and it admission, will be held on October 14, 15, 17, 18, and 19. The number Scholarships offered for competition is 8:  Two with the annual stipend of £35, and exemption from Fees.  Two with the annual stipend of £30, and exemption from Fees.  Two with the annual stipend of £25, and exemption from Fees.  Two with the annual stipend of £20, and exemption from Fees.  One of the Scholarships in each of these grades will be awarded in the Scholarships is tenable for four years, on certain conditions which may be learned on application to the President.  Candidates are required to produce certificates of good conduct, sign by the Principal or Head Master of the Institution, at which they have be educated, or by the Tutor by whom they have been instructed.  During the Academic year 1853, 1854, courses of Lectures will be devered on the following subjects:  Classical Literature, &c.,
Westmoreland Albert Kent Northumberland Gloucester Restigouché Victoria Darleton York Sunbury Queens Kins Sic Johns Charlotte  NOVA SCOTIA—18  Cape Breton Victoria Inverness Richmond Sidney Guysborough Pictou Haifax Colchester Cumberland Hants	17814. Dorchester 6313. Hopewell 11410 Richibucto, 15064. Newcastle, 11704. Bathurst, 4161. Dalhousie, 5408. Grand Falls, 11108. Woodstock, 17628. Frederickton, 1501. Burton, 10314. Gagetown, 18842. Kingston, 38475. St. Johns, 19338. St. Andrews, 193800  551.  17590. Sidney, 10000. Bedeque, 16917. Port Hood, 16381. Arichat, 18467. Antigonish, 19383. Guysborough, 26563. Picton, 38113. Halifax, 11469. Truro, 14988. Amherst, 14589. Amherst,	UNIVERSITY COLLEGE, TORONTO.  THE ANNUAL EXAMINATIONS will commence on FRIDAY, Septer ber 30th. The examination of Candidates for Scholarships, and admission, will be held on October 14, 15, 17, 18, and 19. The number Scholarships offered for competition is 8:  Two with the annual stipend of £35, and exemption from Fees.  Two with the annual stipend of £30, and exemption from Fees.  Two with the annual stipend of £25, and exemption from Fees.  Two with the annual stipend of £20, and exemption from Fees.  One of the Scholarships in each of these grades will be awarded in to Classical, and the other in the Mathematical Department.  Each of the Scholarships is tenable for four years, on certain condition which may be learned on application to the President.  Candidates are required to produce certificates of good conduct, sign by the Principal or Head Master of the Institution, at which they have be educated, or by the Tutor by whom they have been instructed.  During the Academic year 1853, 1854, courses of Lectures will be devered on the following subjects:  Classical Literature, &c.,
Westmoreland Albert Kent Northumberland Gloucester Restigouché Victoria Darleton York Sunbury Queens Kings St. Johns Charlotte  NOVA SCOTIA—18 Cape Breton Victoria Inverness Richmond Sidney Guysborough Pictou Hailfax Colchester Comberland Hants Kings	17814. Dorchester 6313. Hopewell 1410. Richibucto, 15004. Newcastle. 15004. Newcastle. 11704. Bathurst. 4161. Dalhousie. 5408. Grand Falls. 11109. Woodstock. 17628. Frederickton. 5301. Burton. 10634. Gagetown. 18842. Kingston. 38475. St. Johns. 19338. St. Andrews. 19388. St. Andrews. 198800  51. 17580. Sidney. 10000. Bedeque. 16917. Port Hood. 16381. Arichat. 13467. Antigonish. 10539. Guysborough. 25639. Picton. 38112. Halifax. 15489. Truro. 14350. Windsor. 14358. Kentville.	UNIVERSITY COLLEGE, TORONTO.  THE ANNUAL EXAMINATIONS will commence on FRIDAY, Septer ber 30th. The examination of Candidates for Scholarships, and admission, will be held on October 14, 15, 17, 18, and 19. The number Scholarships offered for competition is 8:  Two with the annual stipend of £35, and exemption from Fees.  Two with the annual stipend of £25, and exemption from Fees.  Two with the annual stipend of £25, and exemption from Fees.  Two with the annual stipend of £20, and exemption from Fees.  One of the Scholarships in each of these grades will be awarded in a Classical, and the other in the Mathematical Department.  Each of the Scholarships is tenable for four years, on certain condition which may be learned on application to the President.  Candidates are required to produce certificates of good conduct, sign by the Principal or Head Master of the Institution, at which they have be educated, or by the Tutor by whom they have been instructed.  During the Academic year 1853, 1854, courses of Lectures will be devered on the following subjects:  Classical Literature, &c.,
Westmoreland Albert Kent Northumberland Gloucester Restigouché Victoria Darleton York Sunbury Queens Kings St. Johns Charlotte  NOVA SCOTIA—18 Cape Breton Victoria Inverness Richmond Sidney Guysborough Pictou Halifax Colchester Cumberland Hants Kings Lunenburgh. Annapolis	17814. Dorchester 6313. Hopewell 11410. Bichibucto, 15064. Newcastle, 11704. Bathurst, 4161. Dalhousie, 5408. Grand Falls, 11108. Woodstock, 17628. Frederickton, 5301. Burton, 10634. Gagetown, 18842. Kingston, 38475. St. Johns, 19338. St. Andrews, 19388. St. Andrews, 198800  551.  17590. Sidney, 10000. Bedeque, 16917. Port Hood, 10838. Arichat, 13467. Antigonish, 10839. Guysborough, 25593. Pictou, 38112. Haifax, 15469. Truro, 14989. Amherst, 14383. Windsor, 14188. Kentville, 16396. Lunenburgh, 16396. Lunenburgh, 14286. Annapolis,	UNIVERSITY COLLEGE, TORONTO.  THE ANNUAL EXAMINATIONS will commence on FRIDAY, Septer ber 30th. The examination of Candidates for Scholarships, and admission, will be held on October 14, 15, 17, 18, and 19. The number Scholarships offered for competition is 8:  Two with the annual stipend of £35, and exemption from Fees.  Two with the annual stipend of £25, and exemption from Fees.  Two with the annual stipend of £20, and exemption from Fees.  One of the Scholarships in each of these grades will be awarded in a Classical, and the other in the Mathematical Department.  Each of the Scholarships is tenable for four years, on certain condition which may be learned on application to the President.  Candidates are required to produce certificates of good conduct, sign by the Principal or Head Master of the Institution, at which they have be educated, or by the Tutor by whom they have been instructed.  During the Academic year 1853, 1854, courses of Lectures will be devered on the following subjects:—  Classical Literature, &c.,
Westmoreland Albert. Kent Northumberland Bloucester Restigouché Fictoris Aarleton. Cork Sunbury Ducens Kings St. Johns Charlotte  NOVA SCOTIA—18 Cape Breton. Victoria Inverness Richmond Sidney Guysborough Pictou. Halifax Colchester Cumberter Cumberter Cumberter Cumberter Cumenburgh Annapolis Lunenburgh Annapolis	17814. Dorchester 6313. Hopewell. 11410. Richibucto, 15004. Newcastle. 11704. Bathurst. 4161. Dalhousie. 5408. Grand Falls. 11108. Woodstock. 17628. Frederickton. 5301. Burton. 10634. Gagetown. 18434. Kingston. 38475. St. Johns. 19338. St. Andrews. 193800  551.  17580. Sidney. 10090. Bedeque. 16917. Port Hood. 16381. Arichat. 13467. Antigonish. 10339. Guysborough. 25588. Picton. 38112. Halifax. 15469. Truro. 14389. Amherst. 14330. Windsor. 14138. Kentville. 16386. Lunenburgh. 14286. Annapolis. 7256. Liverpool.	UNIVERSITY COLLEGE, TORONTO.  THE ANNUAL EXAMINATIONS will commence on FRIDAY, Septes ber 30th. The examination of Candidates for Scholarships, and admission, will be held on October 14, 15, 17, 18, and 19. The number Scholarships offered for competition is 8:  Two with the annual stipend of £35, and exemption from Fees. Two with the annual stipend of £30, and exemption from Fees. Two with the annual stipend of £20, and exemption from Fees. Two with the annual stipend of £20, and exemption from Fees. One of the Scholarships in each of these grades will be awarded in to Classical, and the other in the Mathematical Department. Each of the Scholarships is tenable for four years, on certain condition which may be learned on application to the President. Candidates are required to produce certificates of good conduct, sign by the Principal or Head Master of the Institution, at which they have be educated, or by the Tutor by whom they have been instructed.  During the Academic year 1853, 1854, courses of Lectures will be devered on the following subjects:—  Classical Literature, &c.,
Westmoreland Albert Kent Northumberland Bloucester Restigouché Victoria Jarleton Vork Juneurs Kings St. Johns Charlotte  NOVA SCOTIA—18 Cape Breton Victoria Invernees Richmond Sidney Guysborough Pietou Halifax Colchester Comberland Hants Kings Lunenburgh Annapolis Queens Queens Queens	17814. Dorchester 6313. Hopewell 1410. Richibucto, 15004. Newcastle. 11704. Bathurst. 4161. Dalhousie. 5408. Grand Falls. 11103. Woodstock. 17628. Frederickton. 5301. Burton. 10634. Gagetown. 18843. Kingston. 38475. St. Johns. 19338. St. Andrews. 193800  551.  17590. Sidney. 10000. Bedeque. 16917. Port Hood. 16381. Arichat. 13467. Antigonish. 16383. Guysborough. 25593. Pictou. 38112. Haifax. 15469. Truro. 14390. Windsor. 14390. Windsor. 14393. Windsor. 14398. Annerst. 14398. Annerst. 14398. Annerst. 14398. Annerst. 14398. Annerst. 14398. Annapolis. 7256. Liverpool. 18268. Digby.	UNIVERSITY COLLEGE, TORONTO.  THE ANNUAL EXAMINATIONS will commence on FRIDAY, Septements of South. The examination of Candidates for Scholarships, and admission, will be held on October 14, 15, 17, 18, and 19. The number Scholarships offered for competition is 8:  Two with the annual stipend of £35, and examption from Fees.  Two with the annual stipend of £25, and examption from Fees.  Two with the annual stipend of £25, and examption from Fees.  Two with the annual stipend of £20, and examption from Fees.  One of the Scholarships in each of these grades will be awarded in the Scholarships is tenable for four years, on certain conditions which may be learned on application to the President.  Candidates are required to produce certificates of good conduct, sign by the Principal or Head Master of the Institution, at which they have be educated, or by the Tutor by whom they have been instructed.  During the Academic year 1853, 1854, courses of Lectures will be devered on the following subjects:  Classical Literature, &c.,
Westmoreland Albert Kent Northumberland Bloucester Restigouché Victoria Jarleton Vork Juneens Kings St. Johns Charlotte  NOVA SCOTIA—18 Cape Breton Victoria Invernees Richmond Sidney Guysborough Pietou Halifax Colchester Comberland Hants Kings Lunenburgh Annapolis Queens Queens Queens	17814. Dorchester 6313. Hopewell 1410. Bichibucto, 15004. Newcastle. 11704. Bathurst. 4161. Dalhousie. 5408. Grand Falls. 11103. Woodstock. 17628. Frederickton. 15031. Burton. 10634. Gagetown. 18843. Kingston. 38475. St. Johns. 19338. St. Andrews. 193800  551.  17590. Sidney. 10000. Bedeque. 18917. Port Hood. 16381. Arichat. 13467. Antigonish. 16383. Guysborough. 25598. Picton. 39112. Haifax. 15469. Truro. 14330. Windsor. 14330. Windsor. 14338. Kentville. 16396. Lunenburgh. 14285. Annapolis. 7256. Liverpool. 18268. Digby.	UNIVERSITY COLLEGE, TORONTO.  THE ANNUAL EXAMINATIONS will commence on FRIDAY, Septer ber 30th. The examination of Candidates for Scholarships, and admission, will be held on October 14, 15, 17, 18, and 19. The number Scholarships offered for competition is 8:  Two with the annual stipend of £35, and exemption from Fees. Two with the annual stipend of £25, and exemption from Fees. Two with the annual stipend of £25, and exemption from Fees. Two with the annual stipend of £20, and exemption from Fees. One of the Scholarships in each of these grades will be awarded in a Classical, and the other in the Mattlematical Department. Each of the Scholarships is tenable for four years, on certain condition which may be learned on application to the President. Candidates are required to produce certificates of good conduct, sign by the Principal or Head Master of the Institution, at which they have be educated, or by the Tutor by whom they have been instructed.  During the Academic year 1853, 1854, courses of Lectures will be devered on the following subjects:  Classical Literature, &c.,
Westmoreland Albert Kent Northumberland Bloucester Restigouché Victoria Jarleton Vork Juneens Kings St. Johns Charlotte  NOVA SCOTIA—18 Cape Breton Victoria Invernees Richmond Sidney Guysborough Pietou Halifax Colchester Comberland Hants Kings Lunenburgh Annapolis Queens Queens Queens	17814. Dorchester 6313. Hopewell 1410. Richibucto, 15004. Newcastle. 11704. Bathurst. 4161. Dalhousie. 5408. Grand Falls. 11103. Woodstock. 17628. Frederickton. 5301. Burton. 10634. Gagetown. 18843. Kingston. 38475. St. Johns. 19338. St. Andrews. 193800  551.  17590. Sidney. 10000. Bedeque. 16917. Port Hood. 16381. Arichat. 13467. Antigonish. 16383. Guysborough. 25593. Pictou. 38112. Haifax. 15469. Truro. 14390. Windsor. 14390. Windsor. 14393. Windsor. 14398. Annerst. 14398. Annerst. 14398. Annerst. 14398. Annerst. 14398. Annerst. 14398. Annapolis. 7256. Liverpool. 18268. Digby.	UNIVERSITY COLLEGE, TORONTO.  THE ANNUAL EXAMINATIONS will commence on FRIDAY, Septer ber 30th. The examination of Candidates for Scholarships, and admission, will be held on October 14, 15, 17, 18, and 19. The number Scholarships offered for competition is 8:  Two with the annual stipend of £35, and exemption from Fees.  Two with the annual stipend of £25, and exemption from Fees.  Two with the annual stipend of £25, and exemption from Fees.  Two with the annual stipend of £20, and exemption from Fees.  One of the Scholarships in each of these grades will be awarded in a Classical, and the other in the Mattlematical Department.  Each of the Scholarships is tenable for four years, on certain condition which may be learned on application to the President.  Candidates are required to produce certificates of good conduct, sign by the Principal or Head Master of the Institution, at which they have be educated, or by the Tutor by whom they have been instructed.  During the Academic year 1853, 1854, courses of Lectures will be devered on the following subjects:—  Classical Literature, &c.,
Westmoreland Albert Kent Northumberland Gloucester Restigouché Victoria Jarleton York Sunbury Jucens Kings St. Johns Charlotte  NOVA SCOTIA—18 Cape Breton Victoria Invernees Richmond Sidney Guysborough Pietou. Halifax Colchester Comberland Hants Kings Lunenburgh Annapolis Queens Queens	17814. Dorchester 6313. Hopewell 1410. Richibucto, 15004. Newcastle. 15004. Newcastle. 11704. Bathurst. 4161. Dalhousie. 5408. Grand Falls. 11108. Woodstock. 17628. Frederickton. 5301. Burton. 10634. Gagetown. 18842. Kingston. 38475. St. Johns. 19338. St. Andrews. 19388. St. Andrews. 198800  551.  17580. Sidney. 10000. Bedeque. 16917. Port Hood. 10538. Arichat. 13467. Antigonish. 10539. Guysborough. 25539. Picton. 38113. Halifax. 14359. Amherst. 14330. Windsor. 14358. Kentville. 16396. Lunenburgh. 16286. Annapolis. 7256. Liverpool. 12252. Digby. 13142. Yarmouth. 16023. Shelburne.	UNIVERSITY COLLEGE, TORONTO.  THE ANNUAL EXAMINATIONS will commence on FRIDAY, Septer ber 30th. The examination of Candidates for Scholarships, and admission, will be held on October 14, 15, 17, 18, and 19. The number Scholarships offered for competition is 8:  Two with the annual stipend of £35, and exemption from Fees. Two with the annual stipend of £25, and exemption from Fees. Two with the annual stipend of £25, and exemption from Fees. Two with the annual stipend of £20, and exemption from Fees. One of the Scholarships in each of these grades will be awarded in a Classical, and the other in the Mattlematical Department. Each of the Scholarships is tenable for four years, on certain condition which may be learned on application to the President. Candidates are required to produce certificates of good conduct, sign by the Principal or Head Master of the Institution, at which they have be educated, or by the Tutor by whom they have been instructed.  During the Academic year 1853, 1854, courses of Lectures will be devered on the following subjects:  Classical Literature, &c
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# M. ARAGO, THE FRENCH ASTRONOMER.

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The following oblituary notice of this celebrated philosopher is copied from the London *Literary Gazette*, of the 8th October:—

On Sunday evening, 2nd October, died in Paris, at the age of 67, the indefatigable and world-renowned philosopher and politician, Dominique Francois Arago, Perpetual Secretary of the Académie des sciences, and member of nearly all the scientific societies of Europe. He had been suffering for some time past from diabetes and dropsy, but was actively intelligent to the last. Beyond a pendulum exhibition, made early in life by M. Arago with M. Biot, which we shall presently notice, the career of this eminent physicist was not distinguished by any elaborate, great work. His mind was chiefly on the alert for the investigation of passing phenomena, and the discussion of passing topics. He made almost an infinity of small researches, of which the publication is scattered in various memoirs during a long series of years, and sometimes they were extremely important. Chemisty, physics, mechanics, natural history, philosophy and literature, all engaged his attention by turns and it was his boast that every man was an idler who did not work fourteen hours a-day. For his researches in the comparatively new science of electro-magnetism he had the honour in 1852, to receive the Copley Medal of the Royal Society. "Assure M. Arago," said the President, Sir Humphry Davy, in his address to

Sir James South, who was charged with the mission, "of the lively interest we take in his ingenious and important researches. Tell him we are extremely impatient to know the results of his experiments in a field so new and fertile."

M. Arago was born 1786, at Estagel, near Perpignan. His parents were of the middle class, and his father after the great revolution became cashier of the mint in that town. Having evinced an early interest in the pursuit of natural philosophy, M. Arago was sent to Montpellier to study mathematics and the branches of knowledge required for admission to the Ecole Polytechnique. He was prepared at the age of seventeen to pass the preliminary examination, and did so with an éclat that made him to be placed first in the list of candidates. Admitted to the schools, he underwent the examinations with distinction, and having decided on a scientific career, obtained the appointment of Secretary to the Bureau des Longitudes. The zeal and acquirements of M. Arago in that capacity attracted the attention of Monge, and he recommended him to the government in 1806 as a fit and proper person to undertake, in conjunction with M. Biot, the measurement of the arc of the terrestial meridian. This measurement, on the basis of the decimal system, had been made between Dundirk and Barcelona, and MM. Biot and Arago were commissioned to continue it from Barcelona to the Balearic Isles. Provided with the necessary instruments, they established themselves on the summit of Mount Galatzo in Catalonia, and entered into communication with two Spaniards, charged to assist them, located on a mountain in the Isle of Ivica. In 1807 the operations were so far advanced as to enable M. Biot to return to Paris to make some calculations, and M. Arago was left alone on his onerous mission, when a war broke out between France and Spain, The peasantry, imagining from the peculiarity of his operations, that he was a spy, attempted to murder him. He escaped, however, in disguise, to the coast, and managed to embark in a vessel bound for Belver. After remaining there for some considerable time, M. Arago obtained leave to proceed on board an Algerine vessel to Marseilles, but no sooner had he reached the French coast when the vessel was seized by a Spanish corsair, and carried captive to Rosas. M. Arago was detained a prisoner some time, and subjected to much ill-treatment; and when at last the vessel was set at liberty, it was cast ashore in a violent tempest on the coast of Africa, and he was conveyed as a prisoner before the Dey. In 1809 M. Arago obtained his release and returned to Paris, and as a tribute to his energy and talent under these trying circumstances he was elected, at the early age of twentythree, a member of the Academy of Sciences, in the place of the illustrious Lalande. He was appointed about the same time a professor of the Ecole Polytechnique; and now may be said to have commenced that eminent scientific career which he pursued with undiminished vigour to within a few days of his death. Only three weeks since he was working on a new edition of his memoir on thunder, and he had ust requested M. Babinet to prepare for him a table of the best

determined numbers of the length of undulations to complete a paper on light. The subjects in which M. Arago may be said to have most distinguished himself are Magnetic and Rotatory Polarisation, Magnetism by the action of Currents, and Magnetism by Rotation; and to him we ewe the invention of the Polariscope.

The following is a list of the principal memoirs of M. Arago, which, it is to be hoped, will be collected into a single work:—Mémoirs sur les Affinités des Corps par la Lumière, et particulièrement sur les forces, réfringerentes des différents gaz"—Mémoire sur une Modification remarquable qu'eprouvent les Rayons lumineux dans leur passage à travers certain corps diaphenes, &c.—"Mémoire sur l'Action que les Rayons de Lumière polarisés exercent les uns sur les autres"—"Recueil d'Observations géodésiques, astronomiques, &c."—"Sur les Characters"—"Sur les Ch Chronometras "—"Sur les quantités de Pluie qui tombent à diverses hauteur au desus du sol "—"Tables des Températeurs extrêmes observées à Paris et dans d'autres lieux "—"Sur la Lune rousse "— Observées à l'aris et dans d'autres neux"—"Sur la Lune rousse"—
De la Rosée "—"Sur les Explosions des Machines à Vapeur "—Sur les
Etoiles multiples "—Notice historique sur le Pôle voltaique "—"Sur les
Puits forés, connus sous le nom de puits artésiens "—Sur la dernière
Apparition de la Cométe de Halley "Sur les Hiéroglyphes égyptiens "—
"Sur le Tonnerre"—Notice sur Herschel," &c., &c.

After the Revolution of 1880, M. Arago was denominated Director of the Observatory of the Bureau des Longitudes; and he succeeded Fourier, whose those he pronounced, as Perpetual Secretary of the Academy of Sciences. The "Annuaire des Longitudes" was under his direction; and he founded, in conjunction with Gay-Lussac, the "Recueil des Annales Physique de Chimie." In 1834, M. Arago visited this country and attended the meeting of the British association at Edinburgh. As a mark of special distinction on that occasion he was presented with the freedom of the city; and at the meetings of the sections, where he took part in some of the discussions, his remarks were listened to with the deference due to his reputation.

To the political career of M. Arago we need only refer for the sake of noticing the services which he rendered to science as a member of the Chamber of Deputies. On all questions relating to subjects connected with his scientific or literary pursuits his remarks had great weight. It was owing to his advocacy that the chamber voted a sum of money for printing the works of Laplace and of Fermat, and for other similar purposes. He was a brilliant orator, and always firm and independent in his principles. In his earliest youth he refused to vote for the elevation of Bonaparte to the Consulship and the Empire, and on the memorable coup d'état of the present Bonaparte he refused to take a vote of allegiance, though threatened with the loss of his appointments, his only means of subsistence. He was the beau ideal of a Republican, and many will remember his activity as a member of the Provisional Government that existed for a brief period on the downfall of Louis Philippe. The French critic Timon, speaking of him as a parliamentary orator, says, "when Arago ascends the tribune, the chamber, attentive and curious, becomes silent. The spectators in the public tribunes lean forward to look at him. His stature is commanding, his head in the counterprise and flowing curling and flowing, and his fine head in the southern type denominates the Assembly. The muscular contraction of the temples shows firmthe Assembly. The muscular contraction of the temples shows firmness and meditation, which mark him out as a superior man. Unlike most of our orators who speak on anything and everything, and three times out of four know not what they say, Arago only speaks on profound questions, which add the attraction of science to the interest of the occasion. He addresses himself at the same time to the interests and the passions of his auditory. He consequently masters it. Scarcely has he entered on his subject than every eye is fixed upon him. He takes, so to speak, science in his hand, strips it of its asperities and technical formulæ, and renders it so easy that the most ignorant are charmed and astonished at finding they understand it."

M. Arago was a thoroughly honest man, and greatly respected in Paris by all classes. He was buried on Wednesday in the Cemetery of Père-la-Chaise, and though it rained incessantly, the funeral procession was followed by two or three thousand persons. The Emperor was represented at the ceremony by the Grand Marshal of the Palace.

# AN OBSTACLE TO IMPROVEMENT.

# "Small knowledge we dig up with endless toil."-Young.

RESULARITY and punctuality of attendance are in the highest degree desirable. The reports of some schools within our knowledge are exceedingly favorable in this respect. The names of many pupils are reported, who are never absent, never late. This reminds one of a millennial age in teaching. But such cases are rare. People now-a-days are so anxious to obey the apostolic injunction and "prove all things," that frequently we must not expect to have the same pupils under our care longer than a few months, and perhaps a few weeks. This is eminently true of many of our higher semin-It seems to be not less so of many of our common schools; for although the pupils may not change, the teachers do; which is productive of even more disastrous effects.

Not unfrequently every successive term brings a new incumbent to office. Whether this becomes the former teacher is deemed unfit, or because

the committee-men have a diffidence about retaining a good teacher, and so

depriving the rest of the world of his services, does not plainly appear.

We cannot be held responsible for impossibilities. We think that six months, or even a year, and that of uninterrupted attendance, is short time enough (nay too short,) to make deep and lasting impressions upon the mind of the scholar. What shall be done in every case we cannot tell.—Certainly the teacher, as the first thing, should earnestly desire to have it mind of the scholar. otherwise. His most earnest efforts should be turned in that direction. as in many of our higher seminaries, it results from the shortness of the terms and the changing nature of the school, he can do little. He must heat the iron as hot as he can in a short time, and strike hard and fast.— Perhaps he will appear to lose all his labor: and it may be, on the other hand, that impressions of surpassing beauty will be made even in that short time, which will be to his praise and honour hereafter. That teacher has much need of faith. He may well for his encouragement remember the words of Scripture, "In the morning sow thy seed; in the evening withhold not thy hand; for thou knowest not whether shall prosper, this or that.

If the difficulty we speak of proceeds from frequent change of place in the teacher, we of course can suggest no remedy, so far as it is the fault of others. It is truly sad that any of our calling should be so much like certain observances in the Episcopal Church, called "moveable feasts." A rolling stone gathers no moss; so a teacher that is constantly moving, has little prospect of benefitting others or enriching hinself. But we should not be blind to the fact that quite a large portion of the schools of New England are still taught in this way. We would not say a word to discourage teachers thus employed. Past experience proves that much can be done. Such persons have a meadurement, they have no accordance in the content of the schools of the schools of New England are still taught in this way. done. Such persons have some advantages; they have no antipathies in pupils to conquer; they do not usually commence their labors after a vacation, the weeks of which have been hardly sufficient to recruit an exhausted frame. He is a poor teacher who, when brought in contact with a group of pupils, for a single term even, with all the disadvantages suggested, does not accomplish much, and erect a monument more lasting than

But there is another difficulty; it is a great irregularity and want of punctuality in pupils. Even these short periods of attendance we have spopunctuality in pupils. Even these short periods of attendance we have spoken of, are broken by many a long parenthesis for genteel amusements, and for housework. How many cases of comfortable sickness! How pressing is the labor of the farm! What long errands to the shoemarker or store!—How tardily the Congress of youthful delegates from the kitchens and barns of the village, assemble on a winter's morning! The truthful parent fancies that a delay of a few minutes can make but little difference. And alsa! he reasons too correctly; for if his child is habitually late, it makes indeed

what can be done? The teacher has no authority to command attendance. He has no magnetism to quicken the lingering footsteps, and draw in the reluctant pupil to his tack. What can he do? The evil is a great one; no school, no pupil can prosper, if habitually tardy or irregular.—

Every late footstep is giving a lesson to future life; tardy scholars will certainly make tardy men. But what course shall the teacher pures.

tainly make tardy men. But what course shall the teacher pursue?

In the first place let him deprecate the evil. Again, let him not worry over it, or indeed over any thing else; worrying shortens more lives than intemperance or the sword. Let him be invariably prompt himself; actions speak louder than words. Let him keep a careful record of all tardiness and absences, and call the attention of the school to them. If circumstances permit him to exercise authority, let him do it. At least let him keep a careful record of these matters and show the offenders how they look on paper. One prevailing fault of teachers is a neglect of keeping an account with their school. A fair and well-kept record of all irregularities of attendance, and of the character of recitations, will be of as great service in school-

keeping as a system of maps in geography.

Let the teacher, if possible, kindle some ambition to be punctual among the members of the school; the cure is nearly effected then. If this be not attainable, let the matter be referred to the parents, at their homes, or on a meeting of the district. Show them that this is a question in "loss and gain." Show them that an absence of one day in the week will take away one half the benefit of the term. Show them that a tardiness of one half hour each session, will in an ordinary term make eleven or twelve days, and result in a loss of eleven twelfths of the expected gain, besides entailing upon them the odious habit of being forever a little after the time.

We donbt not that with such representations you would rouse at home a disposition to co-operate with you. Can you accomplish this, and effect a reform, you may reckon it one of the noblest fruits of your labor for your pupils. Punctuality is the life of business. Lord Nelson remarked that he owed much of his success in life, to the fact, that he had made it a rule to be always fifteen minutes before the time.

But if scholars, after all, will be transient, and your pupils and their perents cannot be reformed, "fret not thyself in any wise to do evil." We know not what others may advise; but we recommend that such pupils be referred at once to the "committee on unfinished business," and as soon as possible to the "committee on foreign relations!"—Massachusetts Teacher.

# WHAT IS DONE, HAVE WELL DONE.

"Work once well done, is twice done."

MUCH of our instruction lacks that vigor of discipline, and the nerve, and

persistency, that will entitle us to future remembrance,
Would you, O teacher, be long remembered? Then do this day's work
well. Are you employed with the youngest class of pupils? Then so much
the more important your work; for on the solidity of the foundation depends the permanency of the whole. Are you daguerreotyping the numer-



ation table or the columns of addition, on the mind of a pupil or a class?-Do it well, oh, we beseech you! do it well. Let no man have the honor of doing that work after you. Be daunted by no discouragements. If the sun goes down while you are clambering over the first unit's figure, then let the night rest only on a parenthesis in your labor. Let the morrow find you engaged in the same tollsome ascent, dragging up your pupil after you.—

And it many suns rise and set before the end is attained, still resolve that it shall be done.

And so through all the departments of instruction. Resolve that this thing shall be learned, that principle shall be understood, that intricate

places shall be cleared up; and let it be known that from your decisions there is no appeal; and that any attempt to overleap or evade your will, is just as futile as haggling with the decrees of fate.

Do not understand us to refer by this to any pestering particularity, which some teachers mistake for thoroughness.

They will tell you of a dozen ways to prove simple subtraction, and make their pupils perform a perfect incubation for a week over a pair of Arabic figures to hatch out some new relation. All this may be good for an Encyclopedia, but it is not in place in the school-room. We refer merely to a practical and thorough knowledge of any given rule or process; and this the pupil should have just so far as he extends his explorations. Is it a page of the classics? let not your pupil turn over another leaf, till he can construe it as rapidly as his mother tongue. Literal and rapid translation is the best rule of prosody. Is it bank discount? let him not dismiss that theme till he can write a note and obtain an endorser, and manage his "days of grace," and tell how he does it too, as knowingly as one who walks up the steps of a bank to obtain a loan.

If this has not been the way in which you have shaded your pictures heretofore, then, fellow teachers, when you next go to your school-room, we ask you to put your determination to have it so, in the imperative mood.— Without one word of fretfulness, or any offensive show of authority; with nothing on your part but clear ideas and an inflexible will, your pupils will

soon know what vigorous discipline means.

And oh! never forget that this discipline we speak of, to be serviceable, must be expended upon the reason, and not upon the memory. of past instruction has been, not, perhaps, that it cultivated the memory too much, but the thinking powers too little. Would you, therefore, benefit your pupils? teach them how to think, how to analyze and reflect. Make every process a reasoning, reflective process. For this purpose you will rely mostly on the mathematical branches; for as Lord Bacon says, "If a man's wits be wandering, let him study the mathematics;" and for the mass of pupils, arithmetic will take the precedence of every other

In this study, then, as indeed in every other, have done forever with that careless, rapid way, that proves nothing, knows nothing, only that "the rule says so." Never take the pupil's assertion that he understands this part or that. Nothing is more deceptive. Human nature does not love the labor of patient thought. Hence the shifts and subterfuges that the pupil will resort to, to avoid the trial are endless.

Stand up in your firm determination, and see that the pupil perceives the wherefore at every step, and gives it unasked. Let every process be reasoned out, let every dark passage be threaded through and through, till the footsteps fall with unfearing confidence in the blindest part. This may be hard for the teacher, and hard for the taught; but there is no excellence without great labor. If the pupil recoils, hold him firmly to the work. If the parent interferes, tell him, as Ceres told the father of Triptolemus of old, "Unless I hold your sou in the flame and bury him in coals of fire, I cannot make him wholly immortal."

We say again, it is hard. It is this that leads the good teacher often to say, "Who is sufficient for these things?" And any thing but an indomitable will, will sometimes yield. But if you are endeavoring to invigorate your pupil with the power of consecutive thought, you are in the right. And whoever may doubt, whoever may deride, whoever may oppose, persevere; consider it is your "mission," to wake up human souls to the ability and luxury of thought. Tire not; but every day march all your force against the castle of indolence in the soul, and with your blows as heavy as sledge-hammers, demonstrate on its never opened doors the wonderful proposition to them, that the powers that sleep therein, are capable of a few moments of unbroken wakefulness. It is from that we expect to give perpetuity to say again, it is hard. It is this that leads the good teacher often to of unbroken wakefulness. It is from that we expect to give perpetuity to

"'Tis thus that painters write their names at Co!"

You might punctuate the whole earth with pyramids and obelisks, and furrow out Amazons with the point of your cane, and your work would not be so permanent as this. True, your fame or reward may not be present; community may compensate you but poorly; your pupils even may not esteem you now. But it was a noble remark of Kepler, "God has waited six thousand years for a beholder; cannot Kepler wait a few years for a reader?" It has been the way with the world's best heroes, to go through scenes of fiery trial, and then suffer an early apothesis for want of bread.

"Seven cities fought for Homer dead, Through which, Homer living, begged his bread."

Nevertheless, the good teacher is one of society's best and most permanent benefactors. Then, fellow laborers, linger here over this thought, and learn the sustaining lesson, taught in the school of the glorious prophets and martyrs, and heroes of all time :

Still achieving, still pursuing, Learn to labor and to wait."

To the industrious man, every day is a little life, and every night, a

# RESPECTIVE OFFICES OF TEACHERS AND TEXT-BOOKS.

Teachers and Text-Books are the instrumentalities of the school-room to furnish knowledge and mental discipline to the young. office of the former concludes, and that of the latter commences, it is difficult to determine. In ancient countries, and especially in Greece, youth were instructed orally; while in many schools at the present day, scholars receive little instruction but what they obtain from books, the prescribed duty of the teacher consisting merely in an examination of their proficiency not in the study, but in the text-book. Many teachers seem to forget that books are only means of study, not its end. Reflecting upon the noble minds, trained chiefly by oral instruction, in the academies and lyceums at Athens, I have sometimes thought our book edu-ation must be inferior to their lectures, calling forth as it seems to do, less effort to remember and understand what can be read over and over again, and each sentence pondered, than to apprehend that which was but once uttered, to recall that which was but once heard; and therefore less adapted to develop and strengthen mind.

But perhaps this method of instruction is better adapted to adults than to children—still, as a scholar, I have experienced a great difference between the dry discussion of a particular subject in a text-book, and listening to a warm and lively explanation of the same subject by the teacher; and a hundred times in hearing recitations in my own classes, when dull and downcast countenances told me plainly enough that the author had failed to make himself understood, and when, after changing the form of the question an I simplifying the language, I was still unable to convey a proper idea of the subject, I have thrown down the book, and with black-board and chalk or illustrations of my own, in five minutes the whole class has been roused up, and faces before inanimate, were all glowing with delight, and sometimes with tears streaming down them. There is a life-giving power in the words and explanations of a teacher well versed in what he attempts to teach, and deeply interested in making it understood, that no book however well-written can ever give.

It is the living speaker in contrast with the printed orationletter of a friend compared with the warm pressure of his hand and his words of welcome. The eye, the countenance, the very motion of the body—all speak, and tend greatly to secure the attention of the class, and deepen the impression upon their minds. Besides, the teacher has the advantage of the author in being able to select for illustration, objects familiar to the scholar. Incidents are constantly occurring about a school-room, which seized upon by the intelligent teacher, may serve to illustrate important principles, while those selected by an author must necessarily be in a degree unknown. And this is an important matter. As long as knowledge is considered by the pupil as having but little relation to the affairs of life, he can take but a small degree of interest in its acquirement. He must feel that it concerns himself-his home-and the constantly recurring phenomena of nature about him. This capability of making the passing events of the school-room and of home minister to the end of teaching, is one of the surest tests of a teacher's fitness for his office; for nothing will add more, if as much, to promote an interest in study among scholars.

Pardon this digression. I mean not to argue whether it is best to teach with books or without them. They do not prevent the skilful teacher from making his own explanations and illustrations; while without them, many a poor fellow would be sadly puzzled to supply their place, by requisitions upon his own stock of knowledge.

Admitting therefore, the necessity of text-books, and that it would be inconvenient and improper to dispute with them, two questions arise:-1. What are their true functions? and, 2. How should they

These are questions in an educational point of view, of great magnitude, and about which, men of much experience in teaching differ; and what I shall offer, is not intended as a solution of them; only the expression of an opinion, which upon examination, may be found to be a greater or less approximation to the truth. What want do

What then are the true functions of text-books?

they supply in the school?

Children are sent to school to be educated. Whether they are so or not, will mainly depend upon their own exertions. But teachers and text-books are important auxiliaries in the work. The first place must, however, be given to the teacher; and from the multiplicity of duties incumbent upon him to discharge, it is absolutely impossible to devote much time to each individual scholar, and he is compelled to employ a substitute in the text-book. The true functions of text-books therefore, seem to me to be two, viz:—1. To aid the pupil. 2. To assist the teacher. We will speak of the latter office first

While text books are designed to assist the teacher, it is only at particular times, and in a circumscribed sense. It is gross abuse of them when employed to compensate for the teacher's want of information. That teaching must, indeed, be superficial which is confined to the printed page, and enlivened by nothing original. The teacher should be competent to teach every study in his school without books



He should be able to solve all questions in arithmetic, without reference to rule, answer all those in geography and grammar without the necessity of hunting the atlas, or examining the grammar book. Unless he can do this, he can never teach well, or gain that confidence in his ability, which all experienced educators agree is so essential to success, and even the semblance of which costs the assumption of so much false dignity, and so much pretended knowledge on the part of some of us school-masters.

The teachers should not only be able to render every needful assistance in the school without reference to text-books, but he should also be competent to conduct the recitations without them. Horace Mann remarks, that in Germany the very best results follow from this method. There, the teacher never looks in a book, while hearing a recitation, no matter in what study. His head is his text-book—his library. He can keep his eye constantly upon the class—glance from side to side, accomodate his questions to the circumstances—watch the struggling mind as it essays to surmount their difficulties, and keep alive the interest of the class, instead of permitting it to flag during every interval of the times of hunting and putting the questions, and afterwards examining to see if the answer be correct; and these are no insignificant advantages. Text-books, therefore should not be used in hearing recitations; and, answers to questions—all questions at the bottom of the page, or at the end of the book, should be omitted in their preparation. Neither, in my judgment, can any argument be offered in support of the numerous keys to arithmetic, algebra, &c., geographical keys, keys to lessons in the languages, &c., &c., which are now published and find a welcome place in many of our schools; unless it be that it is proper to reward indolence, or render a tribute to ignorance. So much evil have I seen grown out of their use, that were it not for the aid they sometimes furnish to those who have no opportunity for a teacher's assistance, I would say that great benefit would follow, if the whole tribe, including literal translations of the ancient authors, were made into a huge bonfire and burned.

It is not then to enable the teacher to teach what he does not

know—to ask questions that he could not answer, nor to find a convenient explanation of difficulties without the "wear and tear" of venient explanation of difficulties without the "wear and test" of mind necessary in other circumstances, that text-books are useful to him; but it is to supply his place when otherwise engaged—to teach in his absence—to fill up with important work the hours which would otherwise be frittered away in idleness. This, too, is the manner in which they aid the pupil. Had the teacher no other duties but to

attend to a single class, text-books would be unnecessary.

Let me prove this. Suppose a class in arithmetic-lesson, the Single Rule of Three. Now, a teacher can explain this much better than can be done in a book. Afterwards, it would be an easy matter to compose questions, bringing in the names of his pupils, and making use of transactions with which he knows them to be familiar, and thus, the could convey more knowledge in a single lesson than they could obtain from a book in a week. But he has not time for all this. Other classes must be heard, so he explains the rule, gives each member of the class a book containing questions, and requests their solution by the next recitation. It is so with all studies. The position of text-books, therefore, is subordinate to that of the teacher—their teachings are inferior to his, and that their introduction into the scholroom is of advantage at all is owing to his multiplied duties, which
preclude the possibility of his paying much attention to each individual.
But this is necessarily so—their function is an important one, and to fulfil it properly requires much skill in their preparation. I shall probably have something to say about this in a future number. Ohio Journal of Education.

# Miscellaneons.

### INFLUENCE OF GREAT MEN.

There is no subject, apparently, upon which we differ so much from the opinions expressed by authors and editors in general, as to what "constitutes a great man." When mighty statesmen and triumphant warriors belonging to any nation fall before the scythe of death, the whole land puts on sackcloth and goes into mourning. We have seen two recent instances of this kind in different parts of the world; we two recent instances of this kind in different parts of the world, allude to the death of Webster among ourselves, and that of Wellington in England. Intellects cannot be measured by the rule or square, nor he measured by public requiems and monuments. We can greatness be measured by public requiems and monuments. can only form an opinion as to the greatness of men by what they have done, "by their works ye shall know them." We hear men frequently boast of the genius of Hannibal, Csesar, Napoleon, and Wellington; of the intellect of Burke, Pitt, Hamilton and Webster! but neither warriors nor orators stand in the front rank of intellect, they must take a lower place than many men of science, whose greatness we seldom hear a word about. What intellect among warriors and statesmen can rank with that of Galileo, Kepler, Leibnitz, Bacon, Newton, Euler, Wollaston, La Place, Black, Lavoisier, Davy, Watt, Boyle, Franklin, &c. We

might mention others, but these are enough for our purpose. The works which these men have accomplished, affect all men; they meet us on the right hand and on the left every day and every night, and they will do so to others through all coming ages. The victories of Hannibal were all shattered and blasted by the single defeat of Zama, and the whole of Napoleon's conquests sunk for ever on the single field of Waterloo. It is true that the speeches and writings of statesmen do not perish so suddenly; they go down and are read by succeeding generations, but at the same time new circumstances arise, which lead men who were considered wise in one generation to be looked upon by another as doubtful preceptors, or as false lights for a new age. It is different with those profound thinkers and discoverers in the scientific world; they are the intellectual Titans. When we hear people speak of a great man we ask what he has done, and we try his works to see if they are the genuine coin. The rolling stars by night continually remind us of Galilee, Kepler, Herschel, and La Place. There is not an apple falls to the ground but reminds us of the great Newton. The lightning fleeting from cloud to cloud, reminds us of our own Franklin who brought it down from the skies as the hunter brings down the eagle in his flight. The lives of hundreds are saved every year by Davy's Safety Lamp. The invention of Watts has multiplied the power of man over inanimate matter more than a million fold; and the genius of Fulton has made a turnpike of the Atlantic, We would not us of Fulton has made a turnpike of the Atlantic, We would not perhaps have written upon this subject at present, but recently we have seen so much in our daily papers about great mer and great intellects, and so much has been said about them by orators and others; and comparisons between this one and that one having been made, and seeing nothing at all said about men of science and inventors, whose reasonings often took sublimer flights than the imagination of Shakspeare, we have said this much and could say a great deal more to fortify our position, that warriors and statesmen must take a lower rank for genius and intellect than those men whose names we have mentioned. There are also others, of whom we have not room to speak, but assuredly our men of science, discoverers, and inventors, are the great ones (speaking of intellect,) of the earth. Time would fail us to tell how Kepler discovered the laws which govern the planets in their orbits, how Newton has arranged the whole universe before his mind, orbits, how Newton has arranged the whole universe before his mind, and discovered the force which guides a planet in its course, a sparrow in its flight, and the great tides of the sea which refresh and fortify our shores; of Wollaston making metal threads finer than those of the spider; of Davy resolving metals out of stones by galvanism; of Stephenson driving his iron horse over mountain and moor; of Daguerre using the sun beam for a pencil; and of Morse the lightning for his pen. Ignorant and circumscribed in intellect, must that man be, who, in speaking of great men, fails to perceive and mention the claims of philosophers and men of science;—Am. Paper.

# A POOR BOY RAISED TO EMINENCE—GEO. WILSON.

A few years since as Mr. Gallaudet was walking in the streets of Hartford, there came running to him a poor boy, of very ordinary appearance, but whose fine intelligent eye fixed the attention of the gentleman as the boy inquired, "Sir, can you tell me of a man who would like a boy to work for him, and learn him to read?" "Whose boy are you, and where do you live?" "I have no parents," was the reply "and have just run away from the workhouse because there reply, "and have just run away from the workhouse because they would not teach me to read." The gentleman made arrangements with the authorities of the town and took the boy into his own family. There he learned to read. Nor was this all. He soon acquired the confidence of his new associates, by faithfulness and honesty. He was allowed the use of his friend's library, and made rapid progress in the acquisition of knowledge. It became necessary, after a while, that George should leave Mr. Gallaudet, and he became apprenticed to a cabinet maker in the neighborhood. There the same integrity won for him the favor of his new associates. To gratify his inclination for study, his master had a little room finished for him in the upper part of the shop, where he devoted his leisure time to his favorite pursuits. Here he made large attainments in mathematics, in the French language and other branches. After being in this situation a few years, as he sat at tea with the family one evening, he all at once remarked that he

wanted to go to France.
"Go to France!" said his master, surprised that the apparently contented and happy youth had thus suddenly become dissatisfied with his situation—"for what?"

"Ask Mr. Gallaudet to tea to-morrow evening," continued George,

"and I will explain."

His kind friend was invited accordingly. At tea time the apprentice presented himself with his manuscripts in English and French, and explained his singular intention to go to France.

"In the time of Napoleon," said he, "a prize was offered by the French Government for the simplest rule of measuring plane surfaces of whatever outline. The prize has never been awarded, and that method I have discovered."

He then demonstrated his problem, to the surprise and gratification of his friends, who immediately furnished him with the means of defraying his expenses, and with letters of introduction to the Hon. Lewis Cass, then our minister to the Court of France. He was introduced to Louis Phillippe, and in the presence of the king and nobles, and plenipotentaries, this American youth demonstrated his problem, and received the plaudits of the court. He received the prize, which he had clearly won, besides valuable presents from the king.

He then took letters of introduction, and proceeded to the Court of St. James, and took up a similar prize, offered by the Royal Society, and returned to the United States. Here he was preparing to secure the benefit of his discovery by patent, when he received a letter from the Emperor Nicholas himself, one of whose ministers had witnessed his demonstrations at London, inviting him to make his residence at the Russian Court, and furnishing him with ample means for his outfit.

He complied with the invitation, repaired to St. Petersburgh, and is now Professor of Mathematics in the Royal College, under the special protection of the Autocrat of all the Russias!

## RULES FOR YOUNG MEN TO RISE IN BUSINESS.

The history of commerce is fraught with principles of deep practical value to young men. He who wishes ultimately to be a master, should be something more than a servant. If he carries to the extreme length the simple question of hours, minutes, and money, the chances are fearfully against him that he will never come to much. The first for rising is, that a young man shall make common cause with his employer, that he shall entirely identify himself with his interests. We have frequently heard of individuals in manufactories, as being noted for a sort of selfish decision, boasting to the effect, that were a hammer, mallet, or other tool lifted when the clock began to strike, they would not bring it down. The men who talk in this style think its very grand—very independent; and foolish boys who hear it, are too apt to admire, and, in their turn, to repeat the boast, and to imitate the folly. Mark these men, and see what comes of them!

But the matter does not end here. They who do this will do more

But the matter does not end here. They who do this will do more—they will drag, drawl, idle, and while away their time, longing for the hour that shall set them free, careless of the concern in hand, and reckless of the interests of their master. Now, as the tendency of one passion is to produce another, so the tendency of indifference is to produce indifference. They who pursue such a course have no claim to consideration beyond legal demands; and as they mete it shall be measured to them again.

We could give a young man rules whereby without fail, he could rise in any commercial establishment whatever. Let him show all the zeal of a partner; let him be first at the factory in the morning, and last out at night. Let it be with him a study how to please customers, to improve the character of the house, to give cohesion and fixity to everything that comes under his influence. Such virtue as this will not long escape the notice of an employer; and it cannot be noticed without being felt, nor felt without being at length rewarded. The result will be the increase of emolument, and, when circumstances admit of it, advancement in place. He will rise step by step, till you find him an overseer—in all probability very soon a junior partner, and, in process of time, the whole concern may come into his own hands. Such things have resulted scores and hundrods of times in the commercial world.

Now, if the youthful reader will take this council, and act upon it, before ten years pass over his head he will find his account in it to an extent which will redound more to his benefit than if we had made him a present of hundreds, perhaps of thousands of pounds. This is a divine plan—it is sowing as a servant to reap as a master. The reader who is conversant with the Scriptures will remember some striking passages which bear upon this point. There he will find men exhorted to serve, "not with eye-service, as men pleasers," but to serve God with a willing mind; and whatever they do, to "do it as unto the Lord, and not unto man." Nothing is more offensive to generous men than this species of eye-service, although few things are more common. Perhaps the reader remembers the well known proverb; "A master's eyes are worth both his hands." This is severe reproach to human nature! It ought not to be so. The master's ought to be worth nothing—absolutely nothing; or, rather, they ought to be a disadvantage.

How beautiful are the words of the Apostle to one of the churches, bringing out this idea, where he speaks of their excellent conduct in his presence, and expresses the confidence, that for this they will be distinguished much more in his absence. This is as it ought to be. Oh! it is painful to hear a mistress complaining of servants, that she cannot go abroad on works of faith and labours of love, without domestic neglects; or a master complaining, that, if absent, there is nothing done, no interest, all is neglected; and where something is done, from sheer carelessness it is often done wrong. These things ought not so to be; and we trust that the reader will make it a point, that he, at least, for one, will diminish the number of the multitude who constitute this truthless, trustless, and dishonorable fraternity.—American paper.

# SEEK USEFUL INFORMATION.

No man who would be wise for himself, who desires to march upwards and onward with an honourable name for sound sense and general intelligence, can either possess the qualification spoken of, or gratify his desires, if he has not a taste for reading, and selects that kind of food for his mental appetite, which, with all his knowledge, will enable him to "get understanding." History can instruct and poetry can charm, but ignorant indeed must that man be at the present day, be he rich, or the poorest of the poor, who seeks no instruction, in scientific literature, and finds no pleasure in some kind of scientific pursuit. A knowledge of the passing events of the day—the actions of nusuits and men, are essential to the intelligent man; but along with this kind of knowledge, it is impossible for a man to lay claim to the possession of general intelligence, unless he reads often and attentively some periodical devoted to a diffusion of that knowledge which relates to the progress of science and art. Men of scientific taste are generally distinguished for strength of mind. They are shining lights, that dazzle and attract the attention of those who come within the sphere of their influence. That mechanic who possesses the greatest amount of useful knowledge, and is best acquainted with the inventions and improvements of the day, always exerts the greatest influence in his sphere and commands the highest wages. Every person knows this to be true, and it is equally true that such a person is ever found to be a great

The man who reads not, is ever found to be one who believes that the moon is "no bigger than his grandsire's shield." It is quite possible for some of our working people to be far more learned than some of those who have a great name for extensive learning. A man may be able to pronounce steam engine, in twenty different languages, but if he knows nothing about its nature, construction and operation, he is but a very ignorant man, after all, in comparison with a man who possesses a full knowledge of these things.—This same comparison may be well applied to every other branch of useful knowledge. A knowledge of the nature of things is a grand object—an object which every man should continually bear in mind. But how are people to acquire this knowledge which you speak of, some will say. We will answer. It is not possible for any one man to acquire a knowledge of all the sciences, in one short life; but if every man would spend his spare moments in reading useful books or papers, and would make a habit of classifying the knowledge he acquires, the growth of information and the grasp of his mind would increase with his existence; and no man who has the least experience in the world, but has felt at some time or other the supremacy of his mind, when discoursing upon some subject with which he was well acquainted, in the company of those who were ignorant of the same. The more intelligent a man is, the more self-respect he feels; he understands his own just rights better and maintains them with a commensurate dignity.

# POWER OF MEMORY.

Facts compel the writer to believe that the powers of memory are bounded only by the extent of its cultivation. Of the extent of its natural capabilities, he has the highest ideas. Indeed, he regards its powers as almost infinite. Innumerable facts tending to establish this conclusion, he has witnessed and experienced. On requesting the South Boston omnibus drivers to do errands in Boston, he observed that they took no memoranda, yet committed no errors, though they often do a score of errands at a trip. The second time I went to the Boston Post Office, the delivering clerk, without looking over the Boston Post Office, the delivering clerk, without looking over the Boston Post Office, the moment for me. I requested him to look, etters or papers, said there was none for me. I requested him to look, which he did, meanwhile remarking that it was useless, but found none; and scores of times, the moment he saw me, said there was nothing for me, without my being able to detect a single mistake. To be able thus to remember whether or not there was something for any of those thousands of citizens and strangers continually applying, requires an extraordinary retentive memory; and yet every reader might have extained, probably can yet acquire, one quite as efficient. Mr. Worthen, baker, Manchester, N. H., serves three hundred customers, about two-thirds of whom take more or less every morning; but he sets down nothing till he returns home, after having visited one-halt of them; yet he forgets not a loaf. A man in Halifax, Nova Sootia, can tell at once the name and age of every inhabitant in town, young and old. After delivering a lecture at Clinton Hall, on the improvement of the memory, one of the audience stated, that an acquaintance of his, a cattle drover of New York, who could neither read nor write, after having sold out large droves to different butchers, kept the number, price, and every thing in his mind, and could go round moths afterwards, even after having bought up and sold out several other droves, and sett

of improving memory illimitably by its exercise, that all those who can neither read nor write have astonishing memories—several hundred per cent, better than others. Of this fact, any reader can very easily find illustrative examples. The reason is that such, unable to record their business, are compelled to remember them, and thus strengthen this faculty. Indubitable and universal facts compels the belief that the human mind is constituted and capacitated, provided the body were kept in the right state and this faculty disciplined in the best manner, to recall every event of life.

## DULL CHILDREN.

No fact can be plainer than this, that it is impossible to judge correctly of the genius or intellectual ability of the future man, by the indications of childhood. Some of the most eminent men of all ages were remarkable only for dullness in their youth. Sir Isaac Newton, in his boyhood, was inattentive to his study, and ranked very low in school until the age of twelve. When Samuel Wythe, the Dublin school-master, attempted to educate Richard Brinseley Shridan, he pronounced the boy an "incorrigible dunce." The mother of Sheridan fully concurred in this verdict and declared him the most stupid of her sons. Goldsmith was dull in his youth, and Shakspeare, Gibbon, Davy, and Dryden, do not appear to have exhibited in their childhood, even the common elements of future success.

When Berzelius, the eminent Swedish chemist, left School for the University, the words "Indifferent in behaviour and of doubtful hope," were scored against his name; and after he entered the University he narrowly escaped being turned back. On one of his first visits to the laboratory, when nineteen years old, he was taunted with the inquiry whether he "understood the difference between a laboratory and a kitchen." Walter Scott had the credit of having "the thickest skull in the school," though Dr. Blair told the teacher that many bright rays of future genius shone through that same "thick skull." Milton and Swift were justly celebrated for stupidity in childhood. The great Isaac Barrow's father used to say that, if it pleased God to take from him any of his children, he hoped it might be Isaac, as the least promising. Clavius, the great mathematician of his age, was so stupid in his beyond, that his teacher could make nothing of him till they tried in mising. Clavius, the great mathematician of this age, make the solohood, that his teacher could make nothing of him till they tried the colohosted mainter. Was so inapt in his him in geometry. Carraci, the celebrated painter, was so inapt in his youth, that his masters advised him to restrict his ambition to the grinding of colors.

'One of the most popular authoresses of the present day," says an English writer, "could not read when she was seven. Her mother was rather uncomfortable about it, but said as every body did learn with opportunity, she supposed her child would do so at last. By eighteen, the apparently slow genius paid the heavy but inevitable debts of her father from the profits of her first work, and before thirty, had published thirty volumes." Dr. Scott, the commentator, could not compose a theme when twelve years old; and even at a later age Dr. Adam Clark, after incredible effort, failed to commit to memory a poem of a few stanzas only. At nine years of age, one who afterwards became a chief justice in this country, was, during a whole winter, unable to commit to memory the little poem found in one of our school books.

Labor and patience are the wonder workers of man-the wand by whose magic touch he changes dross into gold, deformity into beauty, the desert into a garden, and the ignorant child into the venerable sage. Let no youth be given up as an incorrigible dolt, a victim fit only to be laid on the altar of stupidity, until labor and patience have struggled with him long enough to ascertain whether he is a "natural fool," or whether his mind is merely enclosed in a harder shell than common, requiring only a little outward aid to escape into vigorous and symmet-

# DUTIES OF PARENTS.

MUCH, very much too, and from the necessity of the case, much must be required of teachers in the discharge of their arduous and responsible duties. It has never been, it never can be overrated. Discharge their obligation as well as they may, very few of them, if any, can come so near the standard of perfection, as to leave nothing at which parents or trustees may not cavil. It is perhaps no more than right that parents should feel a deep interest in the proper education of their children. But have parents no duties in the matter? Is there their children. But have parents no auties in the matter? Is there nothing for them to do—nothing to refrain from doing, which may properly be styled the duties of parents, not only to themselves and their children, but to the teacher? As speaking our views we here copy portions of a report from Joel Mann, published in the Rhode Island Educational Magazine:

"The necessity of their hearty co-operation with teachers is so great, that we have to be considered for properties only this teacher."

that we hope to be excused for presenting again this topic. The efficiency of Schools, particularly as it respects discipline, depends greatly on this co-operation. If parents speak ill of the teacher in the presence of children; if they take up in their defence when they have been subjects of deserved correction; if they even pity them as those

who have been ill-treated, it will encourage insubordination, neglect of study, and improper behaviour, and make it more and more difficult to govern, either by mildness or severity. Parents are surely not aware of the injury they do to their own children, and to the School, and to the neighbourhood by such a course.

We might say also that there is an utter impropriety in the direct interference of parents with the exercises and government of the School. If a teacher fails essentially in performing his duty, or does what calls for interposition, a complaint should be made to the proper officers, and they are bound to attend to the matter. All lynch law proceedings are illegal and impolitic. They multiply difficulties and remove none. They weaken the authority of the teacher, and encourage imprudence and idleness.

We may add a word here on the subject of the proper govern mea of children at home. That is the place where in youth the chargeter receives its first impress and is chiefly formed. If parents think they can safely turn off the government and discipline of their children on school teachers, they are greatly mistaken. If they do this, they are false to the trust committed to them by the Creator, and recreant to the welfare of the State and country. 'A child left to himself bringeth his mother to shame,' is a truth insribed on the page of inspiration, and illustrated in the experience of mankind. It is not difficult to determine by the conduct of children at School, whether they are properly managed at home. It is rare for a teacher to have difficulty with those who have been trained to subordination, to respectful behaviour, and obedience under the paternal roof. And we think we may say in truth, that there is no one thing, that more seriously threatens danger to our republic, than the rearing up of a generation which from early life has been permitted to have their own way,-to set aside law and authority at their pleasure, and to make their own de-praved wills the rule of their actions. He has not begun to form a correct view of education, who does not know that the most important part relates to this matter."

From the (N. C.) Old North State.
RULES FOR HOME EDUCATION.

The following rules we commend to all our patrons and friends for their excellence, brevity, and practical utility. They are worthy of being printed in letters of gold, and placed in a conspicuous position in every household. It is lamentable to contemplate the mischief, misery and ruin, which are the legitimate fruit of those deficiencies which are pointed out in the rules to which we have referred. Let every parent and guardian read, ponder, and inwardly digest:

1. From your children's earliest infancy, inculcate the necessity of instant obedience.

2. Unite firmness with gentleness.—Let your children always understand that you mean exactly what you say.

8. Never promise them anything unless you are quite sure you can

give them what you promise.
4. If you tell a little child to do something, show him how to do it, and see that it is done.

5. Always punish your children for willfully disobeying you, but never punish them in anger.

6. Never let them perceive that they can vex you, or make you lose your self-command.

7. If they give way to petulance and temper, wait till they are calm, and then gently reason with them on the impropriety of their conduct.

8. Remember that a little present punishment when occasion arises, is much more effectual than the threatening of a greater punishment should the fault be renewed.

9. Never give your children anything because they cry for it. 10. On no account allow them to do at one time what you have

forbidden under the like circumstances at another.

11. Teach them that the only sure and easy way to appear good is to be good.

12. Acceptom them to make their little recitals with perfect truth.

18. Never allow tale-bearing.

14. Teach them that self-denial, not self-indulgence, is the appointed, and the surest method of securing happiness.

15. Guard them against the indulgence of an angry and resentful

16. Above all, strenuously endeavour to give your children a know-ledge of THINGS, instead of a knowledge of words.

These rules are plain and simple enough, one would think, and easy of observance by parents; but how often are they reduced to practice? Not by one in a thousand! The great majority of parents seem to rest quite satisfied that because a child attends school, and learns by rote. a few elementary rules, that all's right; not to mention a great multi-plicity of words, about the meaning of which they know nothing! This is all wrong, and hence the too many dunces at twenty, and the labor of the teacher gone. It is here that the parent should assist the school teacher. It is his duty to do so. "Understandest thou what thou readest?" was a question put a long time ago, and should be kept in mind by every parent. There is much to be learned at the family hearth.



THE TORONTO PRESS ON THE RECENT NORMAL AND MODEL SCHOOL EXAMINATIONS.

# [From the Examiner.]

The tenth session of the Normal School was closed last Thursday. by a public oral examination of the students in the theatre of the institution, in presence of a goodly number of citizens and others. The subjects of examination were Grammar and School Organization, Geography and History, by Mr. Robertson-Arithmetic and Algebra, Geometry and Mensuration, Natural Philosophy and Agricultural Chemistry, by Mr. Ormiston. During the whole day, the students in general creditably sustained a rapid and searching questioning upon the several branches of study; not a few of them acquitting themselves well and giving evidence of great fitness for the profession to which they aspire. At the close of the examination, Lord Elgin's prizes for proficiency in the subject of Agricultural Chemistry were presented by the Chief Superintendent, to the successful competitors—the first to the Chief Superintendent, to the successful competitors—the first to John. G. Malcolm, the second to Lydia A. Appleton. Honorable mention was also made of several others, especially of Lachlan Kennedy, who stood next on the list. After some statements and explanations from Dr. Ryerson, and a short but forcible and appropriate address from the Rev. Mr. Lillie, the exercises were closed by all singing the national anthem. This, however, as we were informed was only a part of the ordeal through which the students had passed, as during four previous days they had been privately examined upon the same subjects, in writing. The number of students in attendance during the least exercise was stated as something greater than that of any previous jects, in writing. The number of students in attendance during the last session was stated as something greater than that of any previous session, 160 having been admitted at the commencement, and about 180 being present during the examination. This institution has, we believe, already done much towards raising the status of Common School Teachers, and consequently the character of our Common Schools; and if wisely and efficiently conducted, as we believe it is at present, it is destined to do still more; as a proof of which, there are now more applications, accompanied by the offer of good salaries, for first-class teachers, than can be granted. And it must be obvious to all, that a greatly increased number of properly qualified teachers is absolutely necessary to the successful carrying out of our Common School system—and to supply this demand is the design of the Normal a design which it is well calculated to accomplish. The Normal School presents well supported claims to public confidence. The partial changes recently effected in its managemement, have given it a character, which we trust it will maintain; so that its usefulness may always be proportionate to the requirements of the country. The details which we elsewhere present of the proceedings of the session just closed, indicate the present status of the Institution, as to the number of students and the character of the studies pursued; and here we are only reminded to add, that in order to secure a continuance of the highest talent in its management, (which is above all ance of the hignest taient in its management, (which is above all things necessary) it is indispensable, that the remuneration and social position of the Principals, be at least equal to the Professorships of the Provincial University. The course of study prescribed in the school is extensive, compared with the required time of attendance, which is only ten months, although no subject is taught but those with which every respectable teacher ought to be acquainted. The only remedy, therefore appears to be either to require a higher degree of attainment before admittance, or to increase the time of attendance; and we doubt not, that as soon as the present pressing demand for teachers is partially supplied, and the progressive character of our Common Schools demands it, that something of the kind will be done. The building itself is spacious, commodious, and handsome; and the grounds around it are appropriately and beautifully laid out. Within it is well oulding itself is spacious, commodious, and nandsome; and the grounds around it are appropriately and beautifully laid out. Within it is well supplied with books, maps, charts, apparatus, and every facility for imparting instruction in the necessary subjects—a staff of teachers freely supported—and pecuniary aid kindly extended to the teachers in training. Altogether, it is a munificent proof both of the intelligence and the well-directed efforts of the country—an institution of which the country may well boast, and from which it may reasonably expect not a little. May it go on and prosper. On Friday and Saturday the children in the Model School, connected with the Normal School were also examined,—the Girls under the tuition of Mrs. Clark and Miss Johnson, on Friday; and the Boys on Saturday. This School well deserves its name; and it would be well, were it indeed a model for many. Mr. McCallum and Mr. Robins seem both well qualified, and peculiarly well fitted for their vocation. It must have been pleasing to the teachers, as well as encouraging to the children, to see so many present during the greater part of both days.—Among those present were Dr. Willis, Dr. Taylor, Professors Wilson, Hincks and Young, and several clergymen, the City Superintendent, and the teacher of the Grammar School.

# [From the Leader.]

On Saturday the Semi-Annual Examination of the boys at the Model School took place. We went with something of high expectation from

recollection of the talents not only intellectual but communicative of the gentlemen to whom the several departments are entrusted and even so our anticipations were in nowise disappointed. The parties who are thus responsible to the public for the elevation of a considerwho are thus responsible to the public for the elevation of a considerable, and it may be said, in some sense, a select portion of our boys, are Mr. McCallum, Mr. Robins, and Mr. Tupper. To the first, in the day's proceedings, was assigned the department of Natural History, with Geography and History. Mr. Robins took that of Grammar, and Mr. Tupper his own natural science of music. Dr. Ryerson, of course, and the other officers of the institution were present, and we observed among the audience the Rev. Dr. Willis and Mr. Hincks, both of them minent for their own ability in the training and education of youth eminent for their own ability in the training and education of youth. It is not expected from us to describe the Examination, though there are points in it which would interest the public, but these regard rather the modus operandi than any peculiar features in the examination itself. The effect of the system adopted is what was to be exhibited, and we consider that,—making all necessary allowance for that degree of mauvaise honte which it is so difficult to dissociate in boys from real merit,—the exhibition is creditable to the institution and to the boys themselves, and most encouraging to those who look for the real prosperity of our rising country in the solid education of her citizens. The questions put demonstrated a very high degree of confidence on the part of the preceptor in the thorough attainments of the pupil, and in an astonishing number of instances, they were answered without a moment's hesitation. The knowledge necessary to do this must not only have been well inculcated, but rendered familiar to the stu-The facility and rapidity with which the questions were put, miscellaneous as they were, was not the least pleasing part of the exhibition. While these considerations mainly occupy the mind, there is an under current of admiration at the silent order in which everything Where the rivalry of so great a number of boys is so strongly excited, the utmost perfection of order is imperative, and we may say that we never saw it carried to a point beyond this, even in military discipline. But the best of all is that there is proof in this examination that these young minds are trained to think and to feel, and to do both rightly.—Mr. Tupper's talent for instruction in music was as conspicuous here as in other instances, and the perfect observation of time which he has accomplished in his young pupils is a feature not so frequently met with even among students of a higher grade.—On the whole we augur well of the institution itself, of that (the Normal School) of which it is a sort of subsidiary branch, and of the city and of the State which are to reap the benefit of this intellectual culture.

# [From the North American.]

The Semi-annual Examination of the Model Schools took place on Friday and Saturday, in the Theatre of the Normal School. Friday was devoted to the examination of the Girls' department, and Saturday to that of the Boys. The display was highly creditable both to teachers and pupils. The system has had another sharp trial, and the examination just concluded only tends to confirm the favorable opinion we have expressed on several previous occasions in regard to the efficiency of the Institution, and the happy adaptation of the means employed to effect the desired end. The system is also capable of being transplanted with great success. We had an opportunity last week of visiting the Hamilton Central School, conducted by Mr. Sangster, whose services in the Normal School here were so highly appreciated. It is scarcely credible, that in the brief space of six months, Mr. Sangster has so filled that school, that three ward schools are in process of erection, to draw off the more juvenile pupils, and train them in the elementary branches on the same system, and fit them, for the Central School, which will thus be reserved for the more advanced. He has at present between 1,100 and 1,200 pupils under his charge, and accessions are daily made. When this school was projected, it was plainly stated that there would be so great a rabble, that the more wealthy portions of society would not send their children to be contaminated with the vices which are considered inherent to the contaminated with the vices which are considered inherent to the contaminated with the vices which are considered inherent to the contaminated with the vices which are considered inherent to the contaminated with the vices which are considered inherent to the contaminated with the vices which are considered inherent to the contaminated with the vices which are considered inherent to the contaminated with the vices which are considered inherent to the contaminated with the vices which are considered inherent to the same gallery, you will find the childr

[From the Globe.]

On Thursday, the examinations of the Normal School, at the close of the Summer Session, were concluded. The class at present in attendance numbers 127, and in appearance they show to more advantage than any other set of students which we have seen in the Institution. The examinations exhibited all the usual satisfactory indications of care on the part of the teachers, and diligence in the scholars. An ex-



perienced teacher who was present, remarked the absence of anything like the mechanical exercise of memory in answering questions.— Every subject was discussed on its principles. At half past four, after the singing conducted by Mr. Tupper, had been concluded, Dr. Ryerson rose to present to the successful competitors, the Governor Geneson rose to present to the successful compentors, the Governor ceneral's prizes for proficiency in agricultural chemistry. He said that the principle upon which prizes were given, was not recognized in the Normal School. They went upon the idea, that all students should be treated according to their general conduct and diligence, and should not be rewarded for skill in any particular department which thay might derive from peculiar talents or from the effect of previous circular talents. This idea he wished to provide all the Common cumstances. This idea he wished to prevail through all the Common Schools of the country. As the Governor General wished to encourage the particular study of agricultural chemistry, these prizes were bestowed. A committee of gentlemen well informed on the subject, drew up a series of questions, and the students who entered for the prizes were given three hours in which to answer them. Eight had contended on this occasion, two of whom were ladies; one of them had gained the second prize, and the other stood only a little below the third competitor. The study of agricultural chemistry was entirely voluntary on the part of the young ladies; but whenever they entered into it, they placed themselves entirely on an equality with other competitors. He was not sure that the gaining of a prize was even proof of superior knowledge; it depended a great deal upon the power of readily using the knowledge acquired. In this case, the successful lady competitor had so much facility, as to be able to write 18 well filled foolscap pages in the space of three hours. The young man next to her, Mr. Lachlan Kennedy, had answered so far as he went perhaps better than any other, but he failed to give in his reply to the three last questions in time. The Superintendent then proceeded to, present Mr. John G. Malcolm, of the Township of Zorra, County of Oxford, with the first prize, which consisted of a number of well-bound books, chiefly relating to agricultural chemistry, with praise for his diligence and good conduct, and words of encouragement for his future career. The second set of books was then presented to Miss Lydia into it, they placed themselves entirely on an equality with other comcareer. The second set of books was then presented to Miss Lydia Anne Appleton, of the County of York, and the doctor resumed. He said that 160 students had commenced this session, a larger number than in any previous to it. Of these, 12 had been obliged to leave from than in any previous to it. Of these, 12 had been obliged to leave from ill-health, and nine for family reasons; others had left to take schools in various parts of the country, and one or two had been dismissed for ill-conduct. 127 remained at the close; the largest class they ever had. The object of the Normal School was to improve the Common School teachers of the country, and they had satisfactory proofs of success in the demand for their students from every quarter. He had now several applications and Mr. Robertson had others for teachers, and it was satisfactory to notice that the seleving offered were for high. and it was satisfactory to notice that the salaries offered were far higher than ever before. Seventy-five pounds per annum was an ordinary amount, and it often rose to £150, and in some instances £250. The demand was constant for teachers from the Normal School, who could impart instruction in vocal music and drawing. In future, no more third class certificates would be issued, but only first and second. He had every confidence that the students before him would maintain the reputation which the Normal School teachers had already acquired .-By that reputation they were now enabled to obtain a much larger amount in one year than the whole expense of their education in the institution. He might mention an instance of advantage derived from persons witnessing the working of this school. They had a warm contest in Vaughan on the question of taxing the people for establishing school libraries, and it was finally left to the vote of the people.— Without any preparation for their purpose, the Reeve, Councillors, Trustees, Magistrates and Clergy, visited the institution, looked at the books, and the result was that the Township voted a thousand dollars for the libraries. The friends of the School were encouraged to proceed in their work by the financial improvement of the School affairs of the Country. He had just ascertained that the people voted £20,-000 more than last year, although the number of Schools was only a little larger than before. In the previous year the increase was over £19,000.

The Rev. Adam Lillie addressed the students very impressively on the importance and responsibility of their future labours, and closed

the proceedings with a benediction.

Afterwards, an address was presented by the pupils to Messra. Robertson and Ormiston, first and second masters, full of expressions of kindly feeling and attachment, to which these gentlemen made suitable

READING WORKS OF THOUGHT .- It is wholesome and bracing for the mind to have its faculties kept on the stretch. Reading an essay of Bacon's, for instance, or a chapter of Aristotle, or of Butler, if it be well and thoughtfully read, is much like climbing up a hill, and may do one the same sort of good. Set the tortoise to run against the hare; and, even if he does not overtake it, he will do more than he did previously, more than he would ever have thought himself capable of doing. Set the hare to run with the tortoise: he falls asleep.



TORONTO: NOVEMBER, 1858.

# PROVINCIAL NORMAL AND MODEL SCHOOLS.

Accounts of the semi-annual examination of students and pupils in the Normal and Model Schools for Upper Canada (which was concluded Saturday, the 15th Oct.) will be found in another part of this number. They are extracted from the Toronto city press.

The Winter Session of the Normal School will commence on Tuesday the 15th November, and close the 15th April. didates for admission must apply during the first week of the Session.

# PUBLIC SCHOOL LIBRARIES.

During the last six weeks, notice has been received at the Education Office from nearly two hundred Municipalities, mostly Townships, of appropriations for the establishment of libraries; and similar intimations continue to be received from day to day. Some of the municipal appropriations notified, amount to £300; and the greater part of the sums appropriated has been made payable during the months of October and November, so as to secure the advantages of libraries during the ensuing winter. The number of books which will be put into circulation by means of these libraries, in the course of another month or six weeks, will amount to from 50,000 to 75,000 volumes, affording reading for several times that number of persons. All these books have been purchased since the beginning of September. We doubt, whether in any State in America, so much was ever appropriated by the people, and so many libraries established within two months. It is a most gratifying and encouraging example of the spirit of the people of Upper Canada, and of the facilities of communication, that within three months, notices should be sent to all the Municipalities, deliberated upon by the majority of them, such means appropriated and provided, such quantities of books obtained from England and the United States, forwarded to their places of destination—including every county municipality in Upper Canada. The reading of these books will afford agreeable and useful entertainment to some 300,000 of our fellow countrymen during the long evenings of the ensuing winter, apart from the indication it gives, and the prospect it opens of the future of our beloved country.

PUBLIC SCHOOL LIBRARIES-FIRST APPORTION-MENT OF THE LEGISLATIVE LIBRARY GRANT.

To the Municipalities of Townships, Cities, Towns, Villages, and School Sections.

The time having arrived for making the first apportionment of the Legislative Grant for the establishment of School Libraries in Upper Canada, the Chief Superintendent of Schools proceeds to explain the basis on which he proposes to make the apportionment, and the manner in which he thinks, under the circumstances, it should be made.

- 2. After much consideration, and in harmony with the principle on which the School Fund in each Municipality is distributed, local exertion (and not property or population) appears to be the most equitable basis of apportioning the Library Grant, and that which is likely to give most general satisfaction and to exert the most beneficial influence. The principle of aiding each School Municipality (whether it be a Township, City, Town, Village, or School Section) in proportion as it exerts and helps itself, is, upon the whole, unobjectionable, and is best calculated to excite and bring into action that kind of interest and public spirit which are the life of any general system of social advancement. This, therefore, is the principle on which the Library Grant will be distributed.
- 3. As to the amount to be apportioned to each Municipalitywhether a School Section or Township-it has been decided to add, in the first apportionment, seventy-five per cent. to all sums raised by local exertion—thus apportioning £9 for every £12, and £75 for every £100 raised in a Municipality, and so on, in the same ratio for larger or smaller sums raised by local effort. This is a larger apportionment than has been intimated in the correspondence of the Department, and is ventured upon with some hesitation, from the apprehension of inability to continue it. So large an addition to the sums raised by local effort can only now be promised in the first apportionment. Those Municipalities, therefore, which desire to have the books during the ensuing winter, will be supplied with them on payment of the amount of their appropriation—which they can transmit by check or in bank bills, as may be most convenient—if possible before the 15th instant.
- 4. The question next to be considered is, should the School Sections and other larger Municipalities, which have not yet acted upon the Circulars sent to them in the latter part of August, or have not yet notified the sums they propose to appropriate for the establishment of Libraries, be excluded from the first apportionment of the Legislative Grant for that purpose? This was intended by the terms of the Circular referred to, and by the notice in the Journal of Education for October. But the following objections and representations have been urged against such a decision in numerous communications which have been made to the Educational Department. 1. The notice was too short for the people of many Townships and School Sections to consult and act upon it within the time prescribed. It is stated that the Journal of Education, containing the Circulars, Regulations, and Catalogue of Books for Libraries, sent out near the end of August, was not received in many places until sometime in September—the 20th of which was stated as the time for returning their answers; that the second notice in the Journal of Education for October was not received in many Sections until it was too late to call official meetings before the 20th of the month—the latest period mentioned for replies from them; that in some of the Municipalities the officers to whom the Journal of Education containing the Circulars, Regulations, and Catalogue were addressed, who alone had authority to call the corporate meetings for considering them, were absent; that in other instances they were individually indifferent or opposed to accepting the offer made, and paid no attention to it; while a great portion of their Municipality were anxious to secure its advantages. 2. It is also stated in several letters by Reeves and others (who have hastened to accept the offer made, some of them on their own personal responsibility, not having had time to call a meeting of their colleagues), that until they received the notice in the Journal of

- Education for October, they supposed, from the tenor of the previous Circulars, that they could make their reply any time before the 1st of next July, as that was the time at or before which they were to raise money in order to share in the first apportionment of the Library Grant; that they had thought it better not to attempt to call meetings on the subject during the busy months of September and October, but to wait until the annual School meetings in January; that they were persuaded many others had received the same impression with themselves.
- 5. In reply to these and many similar statements, the undersigned has to say that, by the utmost exertions possible, the Circulars, Regulations, and extensive Catalogue of Books for Libraries, could not be prepared at an earlier period than they were; that the sole reason for giving so short a time to School and other Municipalities to make their replies, was a desire to get the largest possible number of Libraries established before the winter; that it is both his wish and his duty to extend the advantages of the Library system to as many, and as widely, as possible; that he should be sorry to cause loss and injury to whole Municipalities on account of the voluntary negligence or opposition of one or two individuals; and he would shrink from excluding Municipalities for causes accidental and not faulty, and more especially Municipalities in the newer and remoter parts of the Province, where the means of communication and intercourse are less frequent and easy than in the older Townships.
- 6. Under these circumstances, and after carefully considering the facts above stated, and reviewing the whole question involved, the undersigned deems it his duty frankly and at once to explain and modify the terms of his previous Circulars and notice in the three following particulars:—
- (1.) All School and other Municipalities that will advance money before the 1st of next July (at whatever time they may signify their intention to do so) for the establishment of Libraries, will be included in the first apportionment of the Legislative Library Grant. If the sum heretofore mentioned is insufficient for that purpose, the balance will be provided from the Grant for next year.
- (2.) All School Sections, as well as Townships, will be included—whether such Sections are situated in Townships, the Councils of which act or not in the establishment of Libraries; for the sums raised in individual Sections are only so many additions to what has been or may be appropriated by the Township Council.
- (3.) All those Municipalities (nearly two hundred in number) that have already acted so promptly in the matter, and notified the sums raised or appropriated by them for the establishment of Libraries, will be entitled to an apportionment of seventy-five per cent. on any additional sums they may appropriate and expend for the same purpose before the 1st of next July. And should the Legislature increase the Library Grant (as is to be hoped) so as to increase the apportionment to one hundred per cent. on all sums raised by local effort for School Libraries, an additional apportionment of twenty-five per cent. will be made upon all sums that have been appropriated by the Municipalities which have already moved in the noble work.

The undersigned confidently trusts that the foregoing views will meet the circumstances and wishes of all parties, and afford the greatest encouragement and facilities possible for the establishment of libraries throughout Upper Canada, even in single school sections, and in the remotest townships.

7. A word may be added on the selection of books for libraries. In a large number of cases, this task has been assigned by the local authorities to the Chief Superintendent of Schools; in some cases the local authorities, have, by a committee of one or more of themselves, selected all the books desired by them; while in other cases, the local authorities have selected the books to the amount of their own appropriation, and requested the Chief Superintendent to select the rest, to the amount of the apportionment of the library grant. This last mode of selecting the libraries, has an advantage over either of the other two. In a considerable number of the lists of books selected by the local school and municipal authorities, there is the omission of many small and cheap works, most admirably adapted both to entertain and instruct. These omissions occur chiefly in regard to books contained in the latter part of the catalogue, characteristic notices of which could not possibly be prepared by the Chief Superintendent within the time and space at his disposal. In cases where the exclusive selection of libraries by the Chief Superintendent is requested, it is to be feared he may omit some books specially desired in the Section or Township, whose authorities have confided this trust to him. But if the local authorities would select to the amount of their appropriation such books as they prrticularly desire, and leave to the Chief Superintendent the selection of the rest, with such suggestions as they may think proper to make, he would be able to fill up their lists with such books, as would, for the most part, be new, as well as useful and entertaining. The undersigned is disposed to believe that this joint mode of selecting books for libraries will be found better than that of local authorities selecting all the books themselves, or wholly confiding the selection of them to the Chief Superintendent. This suggestion is offered to all parties concerned, with the wish that they will feel themselves perfectly free to act or not act upon it as they may think

8. The whole plan of operations in regard to the establishment of libraries being now before the public, it is fervently hoped, that, as what has been done during the last two months has exceeded the largest expectations of the most sanguine, so still more will be done during the next few months, as the people will understand the subject better, and will have better opportunities for consultation, especially at their approaching annual school, and other municipal meetings.

E. RYERSON.

EDUCATION OFFICE, Toronto, 25th Oct., 1853.

# FIRST YEAR'S CULTURE OF THE NORMAL SCHOOL GROUNDS.

The objects which these grounds were procured to promote, are thus stated in the address delivered by the Chief Superintendent of Schools to His Excellency Lord Elgin, at the laying of the Corner Stone of the buildings, 2d July, 1851:

"The land on which these buildings are in the course of erection, is an entire square, consisting of nearly eight acres; two of which are to be devoted to a Botanical Garden, three to Agricultural Experiments, and the remainder to the buildings of the Institution and grounds for the gymnastic exercises of students and pupils. It is thus intended that the valuable course of lectures given in the Normal School in Vegetable Physiology and Agricultural Chemistry, shall be practically il-ustrated in the adjoining grounds."

Mr. Mundie, a landscape and practical gardener (then resident in Hamilton), was selected to prepare and submit a plan of the grounds for these purposes, and was subsequently appointed to superintend them. We are happy to lay before the public Mr. Mundie's account of the first year's operations on these grounds—grounds which, in 1850, were partly bog, and abounded in stumps. These operations are, of course, only preparatory; but the first results are very satisfactory. From the report, which follows, it will be seen that much in the way of agricultural experiment can be done on a small scale, and that utility in connection with taste, has been consulted in the external, as well as the internal, arrangements of the Provincial Normal School. Mr. Mundie's remarks on the subject of draining merit the particular attention of farmers.

It is, perhaps, but just to add, that Mr. Mundie prepared a plan of the contemplated Botanical Garden in the University grounds in this city, which was highly approved of by the Professors; also a plan of the Trinity College grounds. In connection with his superintendence of the Normal School grounds, he has recently been appointed to take charge of the University grounds, and is proceeding, with his characteristic skill and energy, to drain the portion of them selected for the new Parliament buildings and Governor's residence, preparatory to the planting and ornamenting of them next year.

To the Rev. Dr. Ryerson, Chief Superintendent of Education.

Rev. Sir,—I have the honor to submit to you the accompanying report and descriptive list, containing the results obtained from the crops grown on the Experimental Farm ground attached to the Normal School and Model Schools, which, together with thirty-seven specimens of grains, roots, vegetables, and fruits, I prepared and sent to the Secretary of the Agricultural Association, for exhibition at their last great annual show, held at Hamilton. Judging that you might wish to disseminate, or have it for reference, I enclose a copy of my letter to Professor Buckland.

I might mention, and that from personal observation, that this collection of specimens attracted much attention from a great portion of the visitors.

I am also very happy in having to report most favorably of the ornamental part of the grounds. The shrubs and trees, with very few exceptions, have all taken very well; and many of them have grown since planted in the spring.

The grass has done remarkably well, as every one visiting the grounds may see. It is now, at this present time, much finer and closer than many a lawn which has been made for years.

The show of annuals and other summer flowers, which were put in temporarily, until the grounds were so far finished as to allow of the botanical arrangements, have done well, making the grounds gay during the whole season.

The portion of the grounds on the east side of the building, which has required so much filling up, is now very nearly completed, and I will have the walks laid down in it this Fall. In the spring I shall be able to sow it down and plant it uniformly with the other parts of the grounds, after which the permanent botanical arrangement, as originally contemplated, will be proceeded with.

The following are the reports of the Judges upon the specimens sent from the Schools:

The Judges on the agricultural productions in whose class the specimens were entered, say:

"We have much pleasure in recommending the collection of grains, roots, and vegetables, from the Normal School grounds, to favorable notice, and consider them in every way worthy of the Institution, as also being brought out in a manner well calculated to convey both useful and interesting information."

Th: Judges on the horticultural department also noticed them as follows:

"A fine collection of grains, roots, and vegetables, with a report, from the Normal School grounds, highly commendable, as conveying information from experiments."

I am, with respect, Rev. Sir, Your most obedient servant,

WILLIAM MUNDIE.

Toronto, October 25th, 1858.

# To Professor Buckland, Secretary of the Provincial Agricultural Association.

Six.—Regarding the accompanying thirty-seven specimens of Grain, Roots, Vegetables, and Fruits, sent for exhibition from the Experimental Farm ground attached to the Normal Schools at Toronto, I would beg to state that they are not exhibited for competition, or for anything very extraordinary in themselves, but with a view to explain the experiments which have been made, and the results obtained therefrom. The details are more particularly described on the cards attached to the various specimens.

The soil on which the operations have been carried on is, with a few slight exceptions (which are noted on the descriptive cards), of a very light sandy nature, lying on a deep bed of blue clay, very tenacious, and generally about an average depth of from three to four feet from the surface. In short, the soil was of such a character when we commenced, as, at a distance of twenty or thirty miles from a city or town, would be pronounced poor sandy common, which would not pay for cultivation.

The operations for improving it were commenced last Fall; the first step was to underdrain it; the drains were put in at the average depth of three feet six inches, and twenty-four feet apart. The whole was then sub trenched, that is—about one foot of the surface soil was dug up and thrown forward in trenches, and the under, or sub-soil was stirred and left in the bottom in its original place: the loosening being about an average depth of twenty inches; and although done with the spade, was made to resemble subsoil ploughing as nearly as possible; or what might be equally well done with the subsoil plough, if operating on a large scale.

In the process of cropping in the spring, the ground, generally, got a moderate dressing of manure, which consisted of about two-thirds stable yard manure, with one-sixth street scrapings and one-sixth leeched ashes; these were intimately mixed and broken up. The quantity given was varied according to the nature of the crop intended, a minute detail of which would be too lengthy for this paper.

On the whole, considering the originally poor and light nature of the land, and also the great dryness of the past summer, the results obtained have been most satisfactory, both on the cultivated or farm portion of the land, and also on the portion laid out in grass lawn, fruits, flowers, and shrubbery, fully establishing the great benefits to be derived from under-draining and subsoiling, especially on light shallow soils lying on retentive under-strata, as mentioned above.

It may be taken as a certainty, that the deeper the subsoil is moved and loosened, there will be a proportionate retention of moisture in the ground; not stagnant moisture (the drains take off that), but active, vegetative, growing moisture, accompanied with an equally growing, genial heat, which the loosening of the subsoil allows to penetrate to a depth which, before the draining and loosening of the soil took place, was utterly impossible; as then, instead of the heat penetrating or being absorbed into the earth, to benefit and nourish the crops at the root, where they most wanted it, the hot sun having only the shallow surface soil to act upon, would burn up all vegetation to any depth that ever the plough had stirred. And that surface soil becoming completely dried up, would ultimately radiate or throw off a great portion of the heat into the already too much heated atmosphere, producing that scorching arid dryness, which is so disagreeable to the animal functions, and, of course, may be fairly presumed to be no less so to the vegetative.

In analysing the above, it seems to stand thus—that so long as the soil is undrained, and untrenched or subsoiled, the heat penetrates but

a very short distance into it; consequently, the drying up of that small portion is so complete, that evaporation from the moist bottom soil almost ceases. And what little evaporation there may be, is so quickly dried up by the half roasted surface soil, as to be of very little avail to the growing crops. On the other hand, when the land is drained and subsoiled, then the moisture, from a greater depth, will be encouraged or drawn to the surface by the influence of the sun's heat, and in coming up through the deeper and lower soil, will be caught or absorbed, and, as it might be termed, held in solution by the soil, ready to act in the most beneficial manner upon vegetation.

Finally, allow me to recapitulate the tenor of the above in one single paragraph.

The drains draw away all stagnant moisture: subsoiling loosens the under soil, and allows this stagnant moisture to run to the drains, it allows the roots of the crops to penetrate to a greater depth, it allows the sun's heat to warm and moisten the soil as above described, it allows the atmosphere to circulate in the soil, purifying and sweetening the whole—the same as good ventilation does our houses. And when all these advantages are brought to bear upon the land, it will not require any great stretch of imagination to anticipate what the results will be with respect to the crops. What, then, may the results be with respect to the health and salubrity of the climate? Why, where these improvements are extensively carried out, the chances of general good and vigorous health will be increased in a twenty-fold ratio. And being assured of these very great benefits, both to the health of the climate and the productiveness of the soil, it behoves every one having a piece of land to improve, to be up and doing, beginning with a little, and that little once well done, will assist in doing more, until, in a very few years, those who now begin in a right spirit will see it to be so much to their own interest in every point of view, that they will consider a certain portion of such improvements every season, as necessary as the common ploughing of their land. And then no great fear but neighbor will follow neighbor in doing the same thing, if it interests them.

Then they may safely say good bye to fever and ague, rheumatism, &c., and good bye to burnt-up grass fields, rusted wheat, and many other drawbacks consequent on an unimproved state of the land.

To you, Sir, individually, it would be presumption to write the above; but to you as the medium of addressing the Association and the public at large I have addressed it.

And now, trusting that the interest of the subject may be an excuse for trespassing upon you at such length, I shall proceed to give you the result of the various crops in detail, of which the articles sent for exhibition are fair specimens.

The following is collected from the descriptive card, attached to the specimens:—

- Barley No. 1, sown May 21st, at the rate of 11 bushels seed per acre; produce, at the rate of 55 bushels per acre; weight, per bushel, 61 lbs. Soil light.
- No. 2, sown May 24th, at the rate of 24 bushels seed per acre; produce, at the rate of 88 bushels per acre; weight, per bushel, 62 lbs. Soil very light.
- No. 8, sown May 26th, at the rate of 2 bushels seed per acre; produce, at the rate of 52½ bushels per acre; weight, per bushel, 61 lbs. Soil sandy.
- No. 4, sown May 19th, at the rate of it bushels seed per acre: produce, at the rate of 53 bushels per acre; weight, per bushel, 61 lbs. Sandy soil.
- No. 5, sown May 19th, at the rate of 1½ bushels seed per acre; produce, at the rate of 36 bushels per acre; weight, per bushel, 63 lbs. Soil light.

Note—The barley was all of one kind, but sown at different thicknesses; and I might mention that the above weights show the highest point that it was possible to dress it up to.

Canadian White Oats, sown May 21st, at the rate of 2½ bushels per acre; produce, at the rate of 77 bushels per acre; weight, per bushel, 83 lbs. Soil, black deposit.

Canadian Black Oats, sown May 21st, at the rate of 2½ bushels per acre; produce, at the rate of 74½ bushels per acre; weight, per bushel, 88½ lbs. Soil, vegetable deposit.



- Kildrummy Oats, imported, sown May 20th, at the rate of 8 bushels per acre; produce, at the rate of 60 bushels per acre; weight, per bushel, 86 lbs. Soil, black deposit, with sand.
- Scotch Barley Oats, imported, sown May 20th, at the rate of 2½ bushels per acre; produce, at the rate of 58 bushels per acre; weight, per bushel, 85 lbs. Soil, black deposit.
- Sandwich Oats, imported, sown May 20th, at the rate of 2½ bushels per acre; produce, at the rate of 66½ bushels per acre; weight, per bushel, 34 lbs. Soil, black deposit.
- Corn, Early White, sown May 27th, 8 feet square apart in hills, 8 seeds; produce, at the rate of 10 tons per acre. Sandy soil.
- Corn, Sweet, sown 27th May, 8 feet by 2 feet, in lines; single seeds; produce, at the rate of 9½ tons per acre. Light soil.
- Corn, Large Yellow, sown May 27th, 3 feet square, apart, in hills, 3 seeds; produce, at the rate of 121 tons per acre. Light soil.
- Corn, Tuscarora, sown May 27th, 8 feet by 2 feet, in lines, single seeds; produce, at the rate of 11 tons per acre. Sandy soil.
- Cabbages, Red Dutch, planted 17th June, 21 feet square apart; produce at the rate of 23 tons per acre. Light soil, mixed with black deposit.
- Cabbages, Bergen, planted June 17th, 3 feet square apart; produce, at the rate of 29½ tons per acre. Soil same as last.
- Cabbages, St. Dennis, planted June 17th, 3 feet apart each way; produce at the rate of 42 tons per acre. Soil, light black and sand.
- Cabbages, Flat Dutch, planted June 17th, 3 feet square apart; produce at the rate of 20 tons per acre. Soil, sand and black deposit.
- Cabbages, Savoy, planted June 17th, 8 feet square apart; produce at the rate of 29 tons per acre. Soil, black deposit and sand.
- Potatoes, Early Ash Leaved, Kidney, planted May 9th, 8 feet square apart in hills, 8 seeds; produce, at the rate of 144 bushels per acre. Soil, very light.
- Potatoes, Mechanics, planted May 10th, in lines 2½ feet apart, single sets 1 foot apart in the line; produce, at the rate of 260 bushels per acre. Soil, light sand.
- Potatoes, Early June's, planted May 9th, 8 feet square apart, in hills, 8 seeds; produce, at the rate of 184 bushels per acre. Soil light.
- Potatoes, Flat Pink Eyes, planted May 12th, in lines 2½ feet apart, single sets 1 foot apart in the line; produce, at the rate of 880 bushels per acre. Sandy soil.
- Potatoes, Irish Cups, planted May 12th, in lines 2½ feet apart, single sets 1 foot apart in the line; produce, at the rate of 410 bushels per acre. Light soil.
- Potatoes, Round Pink Eyes, planted May 13 h, in lines 2 feet apart, single sets 1 foot apart in the line; produce, at the rate of 800 bushels per acre. Sandy soil.
- Potatoes, Early Regents, planted May 9th, in lines 21 feet apart, single sets 1 toot 8 inches apart in line; produce, at the rate of 804 bushels per acre. Light soil.
- Carrot, Early Dutch, Horn, sown May 7th, lines 2 feet apart, thinned to 5 inches in line; weight of produce, at the rate of 81½ tons per acre. Sandy soil.
- Carrot, Altingham, sown May 7th, lines 2½ feet apart; thinned to 6 inches in line; weight of produce, at the rate of 86 tons per acre. Light soil.
- Carrots, White Field, sown May 7th, lines 8 feet apart, thinned to 8 inches in the line; weight of produce, at the rate of 481 tons per acre. Light soil.
- Blood Beet, sown May 7th, lines 3\frac{1}{2} feet apart, thinned to 8 inches, in lines; produce, at the rate of 42\frac{1}{2} tons per acre. Soil, light sand and black deposit.
- Mangel Wurzel, sown May 7th, lines 8 feet apart, thinned to 9 inches in lines; produce, at the rate of 55 tons per acre. Soil light, mixed with deposit.
- Sugar Beet, sown May 7th, lines 2½ feet apart, thinned to 9 inches in line; produce, at the rate of 28½ tons per acre. Soil light, mixed with deposit.
- Dutch Parsnip, sown May 7th, lines 2½ feet apart, thinned to 7 inches in line; produce, at the rate of 20 tons per acre. Soil sandy.
- Nutmeg Melon, sown May 10th, in open air, about from 10 to 12 fruit to each plant; average weight of fruit, 6 lbs.
- Citron Gourd, a promiscuous plant in a border, which produced 104 fruit of the finest I ever saw ? weight of the whole, 754 lbs. on a single plant.
- Double Husk Indian Corn, grows most luxuriantly, and bears an ordinary crop of ears, adapted for cold, late districts, as it comes from the mountain country.

Ditto, Hybrid of the same, with a common yellow corn. Seeds much larger, and in every way improved, yet retaining enough of the husk for protection.

The most general observation to be noticed in the foregoing details is, that, almost in every instance, thin sowing and wide planting produced the greatest quantity and the best samples of all the crops, and when there is good cultivation, that principle may be carried out in almost every instance with success, as it allows the soil to be more freely stirred and cultivated, which cannot be overdone, in that it acts in the same manner as rubbing or brushing does to some people who do not take much exercise.

The above I certify to be as nearly correct as calculation and the size of the portions cultivated will admit.

And I remain, Sir, with respect,

Your most obedient servant,
William Mundin,
Superintendent of the Normal School Grounds.

Toronto, October 24th, 1853.

# UNIVERSITY COLLEGE, TOBONTO.

Within the last month, four new Professors of University College have arrived from England, and they delivered their inaugural lectures to large and respectable audiences, on the evenings of the 21st and 22d October, in the Assembly Room of the Parliament Buildings. The names of the new Professors and Chairs in the College are as follows:—

The Rev. Wm. HINCKS F.L.S. (late Professor of Natural History in Queen's College, Cork), Chair of Natural History.

- D. Wilson, LL.D. (of Edinburgh), Chair of History and English Literature.
- E. J. CHAPMAN, Esq. (late Professor of Mineralogy in University College, London), Chair of Geology and Mineralogy.

J. Forner, LL.D., Chair of Modern Languages.

These Chairs embrace branches of science and literature which had not before been introduced into our Provincial College, and which are of the highest importance to the country. The inaugural lectures (which have been published in several newspapers) fulfilled the highest expectations entertained as to the attainments and abilities of the distinguished gentlemen who had been selected from a great number of candidates, to fill these Chairs. We hope, hereafter, to give some extracts from these valuable lectures, as also from the eloquent and practical address of the distinguished President, Dr. McCaul.

Professor Hincks, who had attended the recent half-yearly examinations of the Provincial Model School, made the following allusion to it in the introductory part of his lecture:—

"It is because the appointment of late years of Professors of Natural Science in the ancient universities, and the introduction of these subjects as prescribed and essential parts of study in the new universities of England and Ireland, which have been especially conformed to the wants of the age—have been clearly seen to be sound and judicious measures, that a similar course has been pursued here; and society in general here has too quick and lively a sympathy with every movement in the great centre of civilization for such improvements to be received by the great majority otherwise than with favor. It is even remarkable that what would seem an ulterior and less easy step has already been taken here in the introduction of instruction in Natural History into the preliminary stage of education, which has been done so successfully that the knowledge displayed at the recent examination at the Model School greatly exceeds what is often found in College students, and proves that if they would not be left behind by those around them, our young men must diligently avail themselves of the opportunities which are provided for them."

# EDUCATIONAL GRANT IN ENGLAND.

The Parliamentary Educational Grant for this year, was an increase on former grants of £100,000 sterling. One object in



which these extra funds will be employed, is in providing sets of chemical apparatus for ordinary schools and training institution at one third of their value.

# PROVINCIAL CERTIFICATES GRANTED BY THE CHIEF SUPERINTENDENT OF SCHOOLS.

DEPARTMENT OF PUBLIC INSTRUCTION FOR UPPER CANADA. Education Office, Toronto, 18th October, 1858.

THE CHIEF SUPERINTENDENT OF SCHOOLS, under the authority of the 44th Section of the Upper Canada School Act of 1850, has granted the undermentioned Students of the Normal School, at the close of the Tenth Session, Provincial Certificates of Qualification as Common School Teachers in any part of Upper Canada.

The Certificates are divided into three classes, in accordance with the Programme prescribed by the Council of Public Instruction, as contained in the General Regulations, and according to which all Teachers in Upper Canada are required to be examined and classified. The First and Second Classes are valid until revoked, and the Third Class until the First day of November, 1854.

[N. B.—Each Certificate is numbered and recorded in the Register of the Department in the following order; but the order does not indicate any distinction of merit in the Teachers:]

78. Michael Joseph Kelly, (granted 112. Jacob Choate Maguire. during the Session.)

74. John Gilmore Malcolm.

75. Lachlan Kennedy.

76. Robert McGee.

77. William Smith.

78. George Murray.

79. Abraham W. Lawder.

80. Samuel Robins.

81. Lydia Louisa Lyon.

82. Mary McCracken.

88. Lydia Anne Appleton.

84. Elizabeth Coote.

85. Jane Foster.

SECOND CLASS.

86. Timothy Newman.

87. David Misener. 88. Robert Wilson.

89. David Ludgate Williams.

90. Phineas Will.

91. Asa Beverly Danard.

92. Robert Gibbs.

98. William Stewart.

94. John Roberts.

95. John Jessop.

96. William Abercrombie.

97. Augustine McDonell.

98. Hugh McDougall.

99. William Henry Bly.

100. William Carlyle.

101. James Draper.

102. Martin Phillips.

108. Angus McDonald.

104. James Moriarty.

105. Ichabod Smith Bowerman.

106. Thomas Morgan Bowerman.

107. James Martin.

108. Robert Hay.

109. William McKay.

1 10. Robert Hellyer.

111. Robert Logan.

SECOND CLASS.—(Continued.)

118. Thomas Hume.

114. Joseph Warren.

115. William Montgomery.

116. Charles Hankinson.

117. James Evans.

118. Charles Clark.

119. Richard Hill,

120. Joseph Ede.

121. Thomas Connell. 122. David Kelly.

128. Margaret Sweeny.

124. Sarah Birch Quinn.

125. Ellen Hoig.

126. Caroline Augusta Masters.

127. Delia Andrews Masters.

128. Julia Ann Robinson.

129. Helen Campbell.

180. Sophrona Andevon Mills.

181. Lydia Eleanor Howard.

132. Fanny Higgins.

188. Sarah Bowes.

THIRD CLASS.

184. William McMullen.

185. Joseph Edmonds.

186. Isaac Turner.

187. Alfred Turner.

188. Charles Edward Falloon.

189. William Curry.

140. Richard Coe.

141. Alexander Stafford.

142. John Dixon.

143. Edmund Peter Costello.

144. Wilbur Fisk Adams.

145. Ellen Campbell.

146. Tryphena Sophia Carter.

147. Mary Marlatt.

148. Adeline Stone.

149. Mary Bearss.

150. Jane Amelia Howard.

E. RYERSON, Chief Superintendent of Schoole.

# DISCOVERY OF THE NORTH WEST PASSAGE.

The North West passage, around which the many theories, speculations and discoveries of scientific men and travellers have thrown so much romance during the last half century, has at length been discovered by Captain McClure, of Her Majesty's ship Investigator, and the connection of the Atlantic and Pacific in those latitudes fully established. The hitherto mysterious channel which has so long baffled the efforts of our navigators, occurs, as was expected by Barrow, in the direction of the strait which bears his name, and is proved by the line of discovery from the west being brought to the point where it had broken off from the east, under Sir Edward Parry. The discovery was made on the 26th of October, 1850, and is thus recorded by Captain McClure: "Discovered the western entrance into Barrow's Strait in lat. 73° 80' N., long. 114° 14' W., which establishes the existence of a North West Passage." We regret to say that none of the vessels have obtained any tidings of the gallant Sir John Franklin or his expedition; and we may gather what their fate must be from the heroic language with which Captain McClure refers to his intention to break through the ice in the Polar basin to complete the passage:-

"Should no intimation be found at Whaler's Point of my having reached and quitted Port Leopold, then it may be at once surmised that some fatal catastrophe has happened, either from being carried into the Polar Sea or smashed in Barrow's Strait, and no survivors left. If such should be the case which, however, I will not anticipate the strait of the polar survival for the polar strait of the polar survival for the polar su pate, it will then be quite unnecessary to penetrate further westward for our relief, as by the period that any vessel could reach that part we must, from want of provisions, all have perished; in such a case I would submit that the officer may be directed to return, and by no means incur the danger of losing other lives in quest of those who will then be no more."

# ERRORS IN TEACHING.

To the Editor of the Journal of Education.

Thorold, August 18th, 1858.

Sir,-In accordance with a liberty granted to Teachers by the Journal of Education I forward you the following sketch of my experience, which you are at liberty to publish, should you deem it worthy, either in part or in full.

There appears to me to be no fault more common among Teachers, no error more prevalent in our public schools, yet seldom pointed at by educationists—than that of advancing scholars too fast, or crowding them ahead in their studies, faster than they are able to understand them. Seven years' experience in teaching has convinced me of this fact—a fault of which I have not always been able to say "not guilty." How sadly has this maxim been overlooked or forgotten by those entrusted with the instruction of youth-" Whatever is worth doing at all is worth doing well." They seem to regard the quantity rather than the quality of what is done in school. E. G. In reading I have found pupils in the Fifth Book that were not capable of understanding half that is contained in the Fourth. I have seen them in the Fourth, when merely able to repeat the words, not able to comprehend fully the lessons in the Third: and have known them to be in the Third, when positively they could not read correctly half a dozen lessons in the Second—not to say anything of answering the questions that should be asked upon them. The error is here—they are allowed to pass over a lesson before they have thoroughly learned it; a course decidedly wrong in my opinion. There are many things to tempt the Teacher to do this; the children are fond of going through the books rapidly; the parents are pleased with it, too, in many instances—taking it for granted that they understand it well as far as they go, or rather not taking it into consideration at all. No Teacher should allow his reputation to rest upon his deceiving either parents or children, and making them believe they know more than they really do. The effect of such a course of instruction upon children can be easily seen. They are stupid; their countenances wear the marks of discouragement; they conclude they are deficient, and therefore sink down upon the stool of despair, and consequently never arrive at that eminence and usefulness in life which they might have done under a different

course of training in their youth. Never should they be allowed to pass over a lesson or rule until it is deeply and permanently fixed in the mind. The application of this principle would have a very different effect upon the intellectual faculties of the young; for certainly "A few things well known are of more use than many things superficially glanced at." By learning one lesson well, the next becomes easier; and vice versa. This will make the learner's progress seem slow; and such, indeed, it should be, especially at first. But when more advanced, we should insist upon every lesson being so perfectly learned, that it can be recited without the least hesitation. Going over too much ground is the same with the Teacher as with the farmer—both are less able to employ themselves profitably than if they observed a proper medium; do no more than they are able to do well, and commende no more than they will be able to finish.

GILBERT WM. COOK.

# · Literary and Scientific Intelligence.

MENSURATION OF THE EARTH.—The Russian Government is about to have measured the degrees of the meridian from the North Cape, in 72 1-4 deg. north latitude, to the mouth of the Danube, in 45 1-2 deg. of the same latitude—that is, on a line which traverses Europe in its whole length, and forms a fourteenth part of the entire circumference of the earth. This measurement will exceed by three degrees the largest ever before executed—that which the English carried from the Himalaya to the southern point of British India.

HARVARD COLLEGE MUSEUM.—The valuable cabinet of many thousand specimens in comparative anatomy, mineralogy, and other sciences, collected by that distinguished naturalist Professor Agassiz, has been purchased for *Harvard College*, at the price, as is said, of \$12,500; the greater part of which was obtained by private subscription.

INVENTION FOR THE B. IND.—Mr. George Hughes, of 192, Tottenham-court-road, has invented a portable running-hand apparatus, which enables a blind person to join letters together, and write with clearness, straightness, and uniformity, without needing the aid of others.

THE SCIENCE OF CANDLE BURNING.—Before you put your candle out look at it. It has been burning some time unsnuffed, and gives little or no light; the wick is long, and is topped by a heavy black clot—a lump of unconsumed carbon. Take the candlestick in your hand, and move gently from side to side; the superfluous wick burns away, and the candle is again bright.

When you ask yourself why this is, you learn that flame is hollow, and as it admits no oxygen, which is necessary for combustion, the wick which it surrounds remains unconsumed and diminishes the light. When the flame, by motion, leaves the wick exposed at intervals to the oxygen of the atmosphere, it speedily burns away.

Note this valuable deduction from this fact—the formation of a wick which constantly turns outward, and reaches the exterior air, and so gives us a candle requiring no snuffing.

There is much philosophy in the burning of a candle. The wick, you may think, is intended to burn and give light; but this is not exactly the fact. The wick is simply to bring the melted tallow, or oil, if in a lamp, into that finely divided state in which it is best fitted for combustion. The heat applied to "light" the candle decomposes into its constituents the small quantity of tallow next the wick, heat and light are produced in the operation, and the heat so produced carries on the decomposition.—The Builder.

To obtain Skeletons of Small Animals.—Put any subject—such as a mouse or loog (if a bird, stript of its feathers) into a box perforated with a number of holes. Let it be properly distended, to prevent the parts from collapsing, or being crushed together by the pressure of the earth. Then place the box with its contents in an ant-hole, and in a few days it will have become an exquisitely beautiful and perfect skeleton. The ants will have consumed every part of it except the bones and ligaments. The tadpole acts the same part with fish that ants do with birds; and through the agency of this little reptile, perfect skeletons, even of the smallest fishes, may be obtained. To produce this, it is but necessary to suspend the fish by threads attached to the head and tail, in a horizontal position, in a jar of water, such as is found in a pond, and change it often, till the tadpoles have finished their work. Two or three tadpoles will perfectly dissect a fish in twenty-four hours.—

WATER-SPOUTS ON LAKE ONTARIO.—Several of these remarkable phenomena have recently been seen upon Lake Ontario, two of which are visible at Sodus Point. They are dense, conical-shaped columns, and formed a continuous line from the earth to the clouds. One of them, the largest, which was nearly thirty feet in diameter, was precipitated against the bluffs, and broke with a desfening noise upon the rocks below, causing so great a commotion of the waters that a large quantity of logs and lumber was torn from their moorings and washed far out into the lake.

DEPTH OF THE NIAGARA RIVER.—An English gentleman, who has been endeavouring to ascertain the the depth of the Niagara river at the suspension bridge, has at length succeeded. At one point he finds the depth to be one hundred and twenty-five feet.

A SUBSTITUTE FOR STEREOTYPING.—Fillme, & Co., of New York have adopted with success, a system of electrotyping moulds taken of type in wax, which is said to have a decided advantage over ordinary stereotyping. Their process is as follows:—Having taken a mould of the type in wax, they put it into a solution of copper, and apply to it a powerful galvanic battery which causes the copper to be deposited with such accuracy upon the mould as to make a copper face, which will last much longer than the ordinary metal face, without costing any more. The process occupies about twelve hours. We understand that the Messrs. Harper employ this process exclusively in their establishment.—Quebec Gazetts.

TRANSPERRING DESIGNS.—A process has been patented in England for transferring designs. In carrying the invention into effect, the inventor takes a lithographic stone or zinc plate, and covers its surface with a thin film of bitumen (by preference that from Judsa), dissolved in either, or with some other preparation fulfilling the conditions before mentioned. This operation, of course to be performed without exposure to light. He then lays on the prepared surface a potographic negative picture, and having covered it with a plate of glass, exposes it to the action of the light of the sun, when the parts of the surface left uncovered by the dark portions of the photograph, will be acted on by the light, and the film of bitumen thereon, rendered insoluble, whilst the film on those parts which are protected from the light, will not be effected and may be washed off by means of the solvent used, leaving the plate or stone in a fit condition for use.

SCIENCE ANSWERING SIMPLE QUESTIONS.

Why is rain water soft? Because it is not impregnated with earth and

Why is it more easy to wash with soft water than with hard? Because soft water unites freely with soap, and desolves it instead of decomposing it, as hard water does.

Why do wood ashes make hard water soft? 1st. Because the carbonic acid of wood ashes combines with the sulphate lime in the hard water, and converts it into chalk; 2nd. Wood ashes converts some of the soluble salts of water into insoluble, and throws the n down as a sediment, by which the water remains more pure.

Why has rain water an unpleasant smell when it is collected in a rain tub or tank? Because it is impregnated with decomposed organic matters, washed from roofs, trees, or the casks in which it is collected.

Why does water smell salt? Because very minute particles of water insinuate themielves into the pores of the salt, by capillary attraction, and force the crystals apart from each other.

How does blowing hot food make it cool? It causes the air which has been heated by the food to change rapidly, and to give place to fresh cool air.

Why do ladies fan themselves in hot weather? The fresh particles of air may be brought in contact with their face, by the action of the fan; and as every fresh particle of air absorbs some heat from the skin, this constant change makes them cool.

Does a fan cool the air? No, it makes the air hotter by imparting to it the heat of our face, but cools our face by transferring its heat to the air.

Why is there al ays a draft through key holes and window crevices? Because the external air, being colder than the air of the room we occupy rushes through the window crevices to supply the deficiency caused by the escape of warm air up the chimney.

If you open the lower sash of a window, there is more draft than if you open the upper sash. Explain the reason of this? If the lower sash be open, cold external air will rush freely into the room and cause a great draft inward; but if the upper sash be open the heated air of the room will rush out, and of course there will be less draft inward.

By which means is a room better ventilaied. By opening the upper sash,

because the hot vitilated air, which always ascends towards the ceiling, can escape more easily.

Why does the wind dry damp linen? Because dry wind, like a dry sponge, imbibes the particles of vapor from the surface of the linen as fast as they are found.

Which is the hottest place in a church or chapel? The gallery.

Why is the gallery of all public places hotter than the lower parts of the building? Because the heated air of the building ascends, and all the cold air which can enter through the doors and windows, keeps the floor till it has become heated.—Dr. Brever's Guide to science.

## EDUCATION OF FARMERS.

# [From the Rural New-Yorker.]

That education is not necessary to successful farming has long been a prevailing sentiment. It has been considered important for the professional man, but as useless, or a luxury at most, to the agricultarist. Industry—plodding, patient industry—qualified for success in carrying on a farm; but that boy whose aversion to work and love of mischief, made his parents at a loss how to employ his energies, must study some profession. Did one seem rather dull and stupid, he could never be qualified for anything but farming. Another, who seemed unusually bright—who thirsted for knowledge—must be a minister, physician or lawyer; the life of a farmer could furnish no facilities for improvement or the gratification of his desires.

Now, this is all wrong—for no good reason can be shown why every farmer should not be liberally educated—why he should not find use for a good education in carrying on the operations of his farm. If his knowledge need be of a different quality, it should not be less in quantity than that of the professional man. All general arguments in favor of the thorough culture of our mental powers, will apply with equal force to the particular education of those who till the soil. That knowledge is valuable for its own sake—that it furnishes a continual feast for the mind—that it qualifies its possessor for a large measure of enjoyment during the whole course of his being, are truths generally admitted. But leaving out of the account such axiomatic truths, we propose to offer some reasons for the acquisition of knowledge which we trust will commend themselves to the consideration of farmers.

First—it makes labor more productive. The great object of toil is not to wear away the weary hours, but to secure the greatest possible useful product. Knowledge enables a man to bestow his labor where it will be best rewarded. The farmer should know the nature of the soil he cultivates, what crops are best adapted to it, what succession of the same will yield most profit, what kind and quantity of manure it needs to keep it in proper condition; and this requires knowledge of Agricultural Chemistry. And, to understand Chemistry, other general knowledge is indispensable. How much labor is lost by this want of adaptation of crops to the soil on which they are attempted to be cultivated!

The facilities for improvement are constantly increasing, and educated enterprise already making use of Nature's powers and machinery to save labor. That inillenium will never come, when the soil will yield abundant harvests without labor, but the improvements of the age will aid continually to diminish the amount required. And yet we need never fear we shall be out of employment—and enough of it, too.

Some protest against the introduction of the improvements referred to, simply becouse they interfere with manual labor.—When Railroads first began to take the place of the old stage routes, some men who never see but an inch ahead, cried out, "This will spoil our market for horses and oats,"—and yet horses and oats have been rising in value ever since. An amusing story is told of the first introduction of fanning mills into Scotland. A preacher denounced the new invention in no gentle terms. "We used to trust to Providence" said he, "for wind to fan our grain, and it is but wicked presumption thus to interfere with the Divine prerogatives and manufacture wind for ourselves!"

The general truth that knowledge saves labor is seen in every department of life.—In ancient times the grain for bread was pounded or ground by hand, but now we have single mills which will make more and better flour than ten thousand hands could prepare in the same time. So of a thousand operations connected with agriculture, mechanica, &e. "Knowledge is Power," and may be successfully used in every department of human industry and enterprise.

Second—the genius of our government makes it the privilege and duty of every farmer to be educated. As citizens, they owe to our common country certain duties. If the people of our country were divided as they are in Europe into two great classes, the laboring people and the aristocracy, the latter furnishing all the law makers, then farmers might have a better excuse for neglecting their own and their children's education. But here, where the great problem of

self-government is to be decided, every man is a sovereign, and a plowman may be called to fill the highest office of the nation. In Rome's best day she was indebted for her power to the general education of her laborers. "The most distinguished generals," says a late writer, "after a series of victories and triumphs, and illustrious statesmen after guiding for a time the helm of the Republic—disdaining the pomp and splendor of rank—did not hesitate to return to the plough, and pass the remainder of their days in the quiet enjoyment of rural life. It was held that the highest virtues were cherished amid rustic pursuits, and that for a censor to say of any one that he was a good husbanuman and farmer was to confer the highest praise."

The policy that has heretofore prevailed of selecting lawyers for our State Legislatures, is wrong from the foundation. The design of legislation is to subserve the interests of the masses: and who is so well acquainted with them as the farmer? Everybody knows that lawyers have made a thousand intricacies in the law, only—we naturally conclude—so they may be called upon to unravel them. There has in this respect been considerable improvement, but there is room for more. This state of things has arisen, in part, from the fact that it has been difficult to find men out of the professions, who have so familiarized themselves with our State and National polity as to be qualified for Legislators. Farmers have not felt the importance of these qualifications, and hence have not been called out into their active duties.

The great conservative power of this nation must ever lie with this class of our citizens, and that farmer who neglects the proper culture of his children is guilty of the double sin of wronging them and his country also.

# THE SABBATH A FRIEND.

1. To Education. Compare countries with and without the Sabbath Its ministrations powerfully quicken and invigorate the human intellect, while a vast amount of knowledge is accumulated.

2. To Government. Where are honoured Sabbaths and Despotism co-existent? It shows the nature of human rights—adapts laws to the actual wants and circumstances of men—creates a conscience that rustains laws and qualities men to make as well as to obey laws.

sustains laws and qualities men to make as well as to obey laws.

8. To Health. By promoting cleanliness, by furnishing needful rest for the body and mind, by promoting cheerfulness and elasticity of spirits through its power to produce a peaceful conscience, and by its sublime influence over the hatefur passions of men.

4. To Good Morals. By keeping in sight the character of God, by unfolding the claims of His holy law, by creating a distaste for unlawful pleasures, by creating a public sentiment that frowns upon immorality, and through that sentiment causing wise and effectual laws for the suppression of vice and crime.

5. To Piety. By causing a right view of God to prevail, by constantly pouring on men's minds those great elements of piety, the divine truths of Revelation, by thus generating all right affections towards God and man, by shadowing forth and pointing men to the Sabbath or Heaven

Therefore the Sabbath is the Friend of the nation, the family, everybody's friend, and never fails to repay true and devoted friendship for it with the most precious blessings for time and eternity.

# LEARNING TO SPELL.

Bad spelling is discreditable. Every young man should be master of his native tongue. He that will not learn to spell the language that is on his tongue, and before his eyes every hour, shows no great aptitude for the duties of an intelligent, observing man. Bad spelling is therefore an unavoidable indication. It indicates a blundering man, a man that cannot see with his eyes open. Accordingly we have known the application of more than one young man, made with great display of penmanship, and parade of references, rejected for his bad spelling.

Bad spelling is very conspicuous, a bad indication. He who runs may read it. A bright school-boy, utterly incapable of appreciating your stories of science, art, and literature, can see your bad spelling at a glance, and crow over it. You will find it hard to inspire that boy with any greater respect for your attainments. Bad spelling is therefore a very mortifying and inconvenient defect. We have known men who occupied prominent positions so ashamed of their deficiency in this respect, that they never ventured to send a letter till it had been revised by a friend. This was, to say no more, sufficiently inconvenient.

We say again, learn to spell, young man. Keep your eyes open when you read, and if any word is spelled different from your mode, ascertain which is right. Keep your dictionary by you, and in writing, whenever you have the least misgiving about the spelling of a word, look it out at once; and remember it. Do not let your lasiness get the better of you.

### PLAYING TRUANT.

We never knew a boy who was in the habit of playing truant and wasting the golden hours of youth, to become a great or distinguished man. Most often the idler in life is the laggard in the world's race. Truly happy is the boy whom parental or friendly care saves from this alluring danger of youthful days.

The reason why truancy is so serious an evil, is not the loss of a day or two at school now and then, or any other immediate or direct consequence of it. It is because it is the beginning of a long course of sin, it leads to bad company, to deception, and to vicious habits; it stops the progress of preparation for the duties of life, and hardens the heart, and opens the door for every temptation and sin, which, if not closed, must bring the poor victim to ruin. These are what constitute its dangers. its dangers.

These words written by a learned and good man, it would be wise for every child to ponder well. The fairest day would not then entice them, the merriest companion could not persuade them, nor the hardest lesson they might have to learn affright them from this path

of duty.

# IMPORTANCE OF A COMMA.

We yesterday published an article on the importance of a correct punctuation. We have seen a letter from a gentleman in Ohio, to Mr. D. Bennett, which more fully illustrates the importance of a comma. The letter inquires about an advertisement which was inserted some years ago in the Observer, which stated that a legacy of several million of dollars was left to the heirs of Hugh, John, and Daniel Mosier; but another paper in copying the advertisement carelessly omitted the comma after Hugh, so that it read Hugh John. The descendants of a Mr. Hugh John reading the notice, supposed that they might be heirs to a large property; and went to a considerable expense to investigate the matter, when they found that in the original notice it read the heirs of three brothers of the name of Mosier—Hugh, John, and Daniel.-Utica Observer.

## RULES FOR THE YOUNG.

If you wish to cultivate your mind and succeed in the pursuit of knowledge, observe the following rules:

- Take care of your leasure moments as you would of gold.
   Do not spend more time than is necessary in sleep.
- 8. Withdraw from all idle and silly companions.
- 4. See that you have always some good reading on hand.
  - 5. Read not novels, but history, biography, and works of science
    6. Always think, always observe, and always seek to learn.
    7. Think of the pleasure of knowledge and the disgrace of ignorance.

  - Take as your motto, what has been done can be done again. R.

  - 9. If at first you don't succeed, try, try again.
    10. Remember the old maxim:—"Honesty is the best policy."
    Follow these rules and there is no such word as "fail."

A BEAUTIFUL MIND.—A beautiful mind is like a precious and prolific seed—the mother of loveliness—the fountain of bliss—the produce of many treasured and inestimable flowers—no canker can deface, nor time destroy. Even should there be those of its lovely produce that pass away, yet the source is there—the seed remains to revive, to modify-to place again on our bosom, and near our hearts, in renewed beauty—in the same deep interest and winning power as at first. We would gather it in as the richest possession—as well as the spring of the purest, most abundant and enduring joys—as our support, our comfort, and the cherished object, worthy of our highest admiration; and we would cling to it, thanking God that it is immortal—living for ever.

BONAPARTE ON NOVEL READING.—No works were read but those of real value. By common consent all novels were banished from the circle, as Napoleon inveterately abominated every thing of that kind. If he happened to find a novel in the hands of any of the attendants of the palace, he unhesitatingly tossed it into the fire, and soundly lectured the reader, upon her waste of time. If Josephine had been a novel reader, she never could have acquired that mental energy which enabled her to fill with dignity and with honor every position she was called to occupy.—Abbott's History of Josephine.

WHAT MAKES A MAN .- The longer I live the more certain I am that the great difference between men, the great and the insignificant, is energy—invincible determination—an honest purpose once fixed—and then victory. That quality will do any thing that can be done in the world; and no talents, no circumstances, no opportunity will make a two-legged creature a man without it. - Goethe.

Women are the Corinthian pillars that adorn and support society; the institutions that protect women, throw a shield also around children; and when women and children are provided for, man must be secure in his rights.

SWEARING.—Profit or pleasure there is none in swearing, nor any thing in men's natural tempers to incite them to it. Though some men pour out oaths so freely as if they came naturally from them, yet surely no man was born of a swearing constitution.

MAKE sure, first, and principally, of that knowledge which is make sure, first, and principany, of that anowieuge which is necessary for you, as a man and as member of society. Next, of what is necessary in your particular way of life. Afterwards improve your-self in all useful and ornamental knowledge as far as your capacity, leisure and fortune will allow.

LEARNING will accumulate wonderfully if you add a little every day.

Do not wait for a long period of leisure. Pick up the book and gain one idea, if no more. Save that one, and add another as soon as

THE REWARD IS SURE.—Idleness is the hot-bed of temptation, the cradle of disease, and the canker-worm of felicity. Soon the idle man finds no novelty; and when novelty is laid in the grave, the funeral of

comfort enters the heart.

What solid satisfaction does the man of industry enjoy! His limbs are strong; his understanding vigorous. With zest he relishes the re-freshment of the day; with pleasure he seeks the bed of repose at night.

# MAPS OF CANADA, GLOBES, & APPARATUS

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TEACHER WANTED for the GRAMMAR SCHOOL at the VILLAGE of VANKLEEK HILL, County of Prescott. The Government allowance being about £50 per annum, besides local aid.

References as to character and abilities required. Address James P. Wells, Secretary Grammar School Trustees, United Counties Prescott and Russell, Vankleek Hill.—October 7th, 1853.

OCHOOL TEACHER WANTED.—Wanted immediately, a School Teacher With First or Second Class Certificate, for the VILLAGE of MEAFORD, St. Vincent. None but persons of good moral character need apply.

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THE ADVANTAGES OF A SYSTEM OF COMMON SCHOOLS.

Suppose the State undertake to provide for this responsibility, in

Suppose the State undertake to provide for this responsibility, in what way shall this be done?

- 1. Leaving those who are able to educate their own children to their own voluntary action, the State may simply provide the means of paying for the education of the poor in such schools as may be furnished by private individuals. In this case there is no certainty—and there is no provision made—that there shall be schools at all. If individuals establish schools for their own benefit, the State may ask the privilege of using them, such as they are, for her poor. If individuals neglect the education of their own children, and so decline to sustain finy schools at all, why the State's poor must be uneducated, too. Practically, such a system is worth very little; and yet this is the present system of education in Georgia. What provision she makes for even this pretence will hereafter appear.
- 2. Or, the State may, at at its own expense, establish and sustain schools exclusively for the poor, leaving the rest, as before, to their own voluntary action. This system, unless the poor could be congregated at specified points, would involve an enormous expense for the education of comparatively few, while no assistance or encouragement would be extended to the cause of general education. In addition to this and other difficulties that have always rendered such an attempt entirely abortive, it raises, at once, an invidious distinction between the rich and the poor, which, in this country, would totally defeat the

design. Ragged schools, as They are significantly called, may be sustained in the crowded cities where abject poverty does its perfect work; but in our country, generally, they are utterly hopeless.

8. Or, the State may provide by law for the organisation of schools sufficient for the wants of the whole population, to be supported at the public expense, and open alike to all the children of the State. This is the common, or Public School system. And if the theory can be embodied in practice, it evidently provides the certain means of an universal education.

The only preliminary question as to the system seems to be, whether this is a subject matter over which the State ought to assume jurisdiction? And the answer to this question must depend upon another—whether general education be a matter of such paramount interest to the whole population, that its absence or neglect will involve a sectious damage to the commonwealth? And it seems to me there can be but one answer to this question.

The orderly administration of the government, in its three distinct departments, is of vital importance to the people, and therefore the State assumes jurisdiction over the subject in all its details. Passable roads and bridges are indispensable to the public convenience and safety, and hence the State assumes jurisdiction over that entire subject. General health and morality are matters of public interest, and therefore the State assumes jurisdiction over them. So of various other matters. Now, surely general education is not inferior to these in importance, in whatever aspect it may be viewed. In fact, our constitution distinctly recognises this truth, and provides for it accordingly. All that is required, therefore, is, that the Legislature carry out the injunctions of the constitution. And if it be a public blessing vouchsafed in that fundamental charter of our political organization, the public voice should imperatively demand its entire fulfilment.

I presume it was never thought of, that the State should assume entire control over the matter of education, to the exclusion of parental wishes or convenience. This course is indeed pursued in despotic governments, but it is never contemplated in ours. Nor is it supposed that the State will prevent the establishment of other institutions of learning than those under its own control. Its duty stops with providing the means of proper education for all, so far at least as is necessary to qualify them for their duties and responsibilities as men and as citizens, and with laying before them suitable inducements to avail themselves of this privilege. Ample room would still be left for all that individual taste or preference could desire. Let me now advert to a few of the arguments by which such a system of public instruction is recommended:

1. It destroys the invidious distinction between the rich and the poor, which is perpetuated by the Poor School system; and which, in this country, has always rendered that system odious, and therefore uscless. Whether right or wrong, this feeling exists. Even a child revolts at the thought of being singled out as an inferior, and especi-

ally of being placed in such a situation as will perpetually recall the sense of that inferiority. In fact, such a course destroys one of the strongest incentives to virtuous and honorable effort. There are distinctions in human society, and it is wrong to foster any other spirit than that which belongs properly to the station of each.
common school system liable to objection on this ground. Nor is the

The State, as a kind foster-parent, places her children here on an equality, and affords them alike the means of earning that only distinction which is worthy of being remembered—superior intelligence and virtue. Every thing in the gift of the State she offers alike to the aspirations of the rich and the poor, and she offers to both precisely the same means of reaching that goal. The mere difference of birth or fortune is left entirely out of view. Education, conducted in such circumstances, tends very greatly to promote a generous and fraternal spirit in the social relations of mankind—to repress an aristocratic pride and disdain on the one hand, and a degrading sense of interiority on the other—and thus to draw more closely the bonds of brotherhood. If any objection be raised on the score of degrading and vicious association, let it be remembered that vice and degradation are found among the rich as well as the poor. And, therefore, if any one be too vile for common association, let him be excluded from the common privilege for his vice alone, and not for his poverty. And for the reclamation of such, let there be educational penitentiaries established.

2. The common school system interests every class of citizens alike in the existence and prosperity of the schools, and thus brings the combined intelligence and means of the State to bear directly on the common cause. In this way the selfishness of men is converted to the public good. Every one who has had experience knows how very difficult it is to establish and sustain good schools, because of the ignorance of some, the indifference of some, and the penuriousness of others. The result of all this often is, that the right-minded part of the community, who have the ability, withdraw from all such attempts, and set up schools of right character for their own children. And they cannot be blamed for this step, although it is otherwise when they thus withdraw from mere unwillingness to associate with others in the common caste. But, then, the rest of the community being deprived of their coursel and assistance, are sufferers to the same extent, and the consequences fall upon their children.

Now, although this evil may not be entirely obviated, it certainly is

Now, although this evil may not be entirely obviated, it certainly is greatly mitigated, by the common school system. Under it, every one results contribute his proportion to the common cause, and all that an intelligent interest can contribute for the advantage of one child must equally redound to the advantage of all. And then, too, as every one is obliged to bear his part in the common expense, he is much more likely to avail himself, of the common expense, he is much more likely to avail himself, of the common expense, avail himself of the common expense. his children. Thus many good schools must exist where otherwise none would have existed at all, and multitudes of children be trained for virtue and usefulness, who would otherwise be doomed to hopeless ignorance. And this is a point gained of inestimable value to the

cause of general education.

8. This system opens the higher sources of education to every class of children, and thus develops the mental resources of the whole State. How many bright intellects are but half revealed for want of training them to their full capacity! True, in some of these the fire of genius burns so intensely, that no untowardness of circumstances can quench it. But yet there is many a mind of the most substantial endowments, and which has fully come up to the measure of its advantages, but still requires the genial warmth of a brighter sun to develop its full maturity. This is particularly the case with many of the power class, who have no means of prosecuting their education in the higher seminaries of learning. If blessed with these advantages, they would display mental powers of the highest order.

Now, if judiciously organized, and wisely administered, the common school system provides for this deficiency. It is a mistake often made,

and from which a prejudice arises against the system, that it provides for the lower branches only of what is called an English education. Even if it stopped at this point, it would be a great advance upon the present condition of things, when thousands cannot read at all, and thousands more read so imperfectly as to be scarcely the better for it. To be taught to read the English language readily and intelligently, would at once give the young mind an easy access to all the rich and varied stores of knowledge and refinement which that language con-

tains

But I repeat, this is an error. The system of public instruction contemplates a connected gradation of schools, embracing all the literary and scientific instruction provided in our best institutions below the Universities. Now, it is true that all would not avail themselves of the entire advantages here presented; but yet the schools would be open alike to all, and bring the best means within the reach of all. And it is evident at a glance, that nothing short of this can open the resources of the State are but partially developed. If such advantages were offered for revealing the mental wealth of the State, scores of youth would be discovered, whose quenchless desire for improve-

ment would lead them on through our Colleges, and whose matured talents would adorn and bless the world in all the departments of

mental beauty and grandeur.

4. This system, in a good degree, equalizes the expense of general education, and would afford the same advantages to all, at a cost not exceeding the present partial system. General education is unquestionably a public blessing. It brings with it a real and substantial good, of which every one in the community is a partaker. It dimingood, or which every one in the community is a partaker. It diminishes idleness and crime and pauperism, and thus relieves a part of the expense which these always devolve upon the public. It affords increased security to life and property. It develops and renders available the manifold resources of the country, and thus increases the means of general prosperity. It elevates the character of society, and thus increases the means of social happiness to every citizen.

Now surely it is no hardship—nay it is giold that exerce one should

Now, surely, it is no hardship—nay, it is right that every one should bear his part in promoting this public good. It is true, however, that many contribute nothing, who have abundant means to do so. And even among those who do something, there is a wide disproportion among those of equal means. And this fact not only throws a heavier burden on the few who are determined, at any cost, to educate their own children, but leaves large numbers either unprovided for, or sup-

plied to a very imperfect extent.

Now, the common school system, when under a thorough organization, provides, in a large degree for this evil. Every one is required to pay his just proportion according to his means, and no more. Then, too, when the entire population is judiciously organized, and the schools are properly arranged and conducted by competent teachers, a much larger result may be accomplished by the same means. There is an actual economy in the arrangement. Under such a system the entire educational wants of the State can be supplied, while the tax assessed for that purpose will be less to the individual than is now

paid by the majority of those who pay school bills.

Such are a few of the arguments in favor of the common school system. That there are objections to the plan, is readily admitted; but they can by no means overturn the arguments in its favor. It is

based upon these three strong positions:

1. The magnitude and importance of the work to be accomplished. 2. That there is no reliable means of carrying it into complete and universal effect, beside those here suggested—under the authority of the State.

That the objections and difficulties in the way of this mode of operation are fewer and more readily surmounted than those which

lie against any other plan heretofore suggested.

These propositions need no elaboration now; they must suggest themselves as true to the mind of every one who deliberately investigates the whole subject. Every argument on the other side necessarily involves the abandonment of the great end proposed—the universal spread of education.—Southern School Journal.

# THE RELATION OF SCHOOLS AND COLLEGES.

The following extracts from a Report of Prof. Andrews, of Marietta, Ohio, upon the relation between schools and colleges, contain so much good sense upon this subject, that we are very glad to republish them. They are from the Ohio Journal of Education.

"Another principle universally recognized, is, that there must be classification—classification of schools as well as in schools. The schools themselves must be arranged in classes, as well as the pupils in a particular school. There is no one feature more prominent than this, by the best instructors in the nation. Its introduction into our towns has wrought a most wonderful transformation. There would be elementary schools for beginners, then others of higher and higher grades, till ample provision should be made for the general education of every child and youth in the State.

"We should not expect that each pupil would complete the whole course. Yet the number that would attempt this would be in propor-

tion to the completeness of the classification, and to the excellence of the instruction in the elementary departments. Nor do we now ininquire how many or how high grades should be established in any individual township, town, or city; we affirm only that, somewhere, institutions should be provided, in which the wants of all might be met. To equalize perfectly the advantages of any system would be manifestly impossible. The more dense the population, the more complete the classification could be made. In the most sparsely settled regions, after progressing as far as their neighbourhood schools could be made. carry them thoroughly and economically, the more studious would seek admission into the High School or Academy of the nearest large town. And if any should wish to make acquisitions beyond what the High School could furnish, they must repair to institutions of a higher grade.

Thus far our supposed system. Now, taking the State as a whole, have we not substantially the system already, so far at least as this feature of classification is concerned? Is there not provision for the



child, from his entrance into the primary school, until he shall have finished the whole range of studies deemed necessary to a liberal education? I do not say that these schools, of whatever grade, are in every particular, precisely what they should be, but that the institutions exist which profess to furnish, each in its sphere, all that a finished general education requires.

From what has been said, we cannot mistake as to the connection between schools and colleges. Colleges constitute the highest grade of our non-professional educational institutions. They are an integral part of the system, sustaining to the high school and academy precisely the same relation which these sustain to the lower schools.

cisely the same relation which these sustain to the lower schools.

"Until recently, all non professional institutions have been arranged in three divisions—common schools, academies, and colleges. Of these three, the college has been much the most specific in its character. It has undertaken a more definite work than either of the others. In them a much greater variety of attainment has always been found. The academy has admitted multitudes that ought to have been in the school, and the school has been compelled to retain many that should have been found in the academy. In practice, there has been no boundary line between them, except in the case of a very few of our best academies. But the college has always had its boundaries on either side. It has required a definite amount of literary attainment for entrance, and the completion of the prescribed course of study is the completion of the student's connection with it. The inmates of the college have also been required to arrange themselves in classes, that the instruction might be rendered as efficient as possible, by giving ample time to the recitations, and by permitting the instructors to confine themselves to particular branches. Thus, colleges have ever conformed to the two great features of classification.

"The other departments of what I have called general education are now beginning to follow the example of the college, in the matter of classification. Formerly, the common school and the academy had no limitation in the range of studies. The pupil might enter when he chose, and remain as long as he chose. And so long as his teacher chose to hear him, he might study what he chose. Thus, the teacher was sometimes required to pass from a recitation in the primer to one in Virgil—from one in the elements of numbers to one in Trigonometry. But an improvement has commenced. The principle of division of labor, so long in use in our colleges, is beginning to be applied to schools. Most of our towns have their graded schools, each possessing a definite course of study, which the pupil must complete before he can pass on to the next higher; and when he has completed it, he must pass on. The advantages of this arrangement are so manifest in theory, and in its practical workings it combines so fully both economy and efficiency, that no doubt can be indulged of its general prevalence.

and efficiency, that no doubt can be indulged of its general prevalence.

"It is sometimes said that 'Colleges are behind the age.' It is one of the most general of all generalities, and may mean anything or nothing. Whatever may be intended by it when applied to colleges, we have seen that one of the greatest improvements introduced into our schools has been adopted from the colleges; so that, if they are behind the age, they at least have the Union Schools to keep them company.

The college then is, chronologically, the last school in our general, school system. Using the most general classification and nomenclature, we have five departments—the primary, the secondary, the grammar school, the high school, and the college, occupying from two to four years cach. They all have the same end in view, and differ only in the order of succession. Some think that colleges are intended specially for professional men; and so many think that high schools and academies are for the special benefit of the rich. The two opinions are deserving of equal credit. From the day the boy commences the alphabet to the day that terminates his collegiate course of study, he is pursuing those studies which the intelligent voice of mankind has pronounced to be the best adapted to the development of his intellectual faculties. Examine the course of study in all the best union schools in Ohio, and you will find a remarkable similarity. Go to other States, and it is still the same. Whence has it arisen? Manifestly from the conviction, in the minds of intelligent men engaged in the work of instruction, that these studies, each in its place, are just what the pupils require.

If, as I have before supposed, the whole school system were to be re-constructed, should we not have substantially the same grades as now exist? It would hardly be affirmed that the highest grade is unnecessary, because some of our young men are too highly educated. Nor would it be said that the studies of that grade could be better pursued without instructors. Professional education is obtained by the aid of teachers, and that, in most of the professions, at a very heavy expense. Much more, then, does general education, which precedes professional, require instructors.

What institutions shall furnish the closing portion of a good general education? Were our high schools to attempt it with their present organization, they would violate the principle which lies at the basis of graded schools. Give them a large corps of instructors, and increase the time to six or eight years, and they might do it. In that case,

however, they must be divided into at least two grades; the upper of which would be, in substance, a college. But, except in the case of our large cities, the expense of such an arrangement would be an insuperable obstacle. The metropolitan city is now making the experiment with her Free Academy, and we doubt not that it will be successful.

But even if all our large cities had institutions of the highest grade for their own youth, they could not meet the wants of the citizens of our towns and townships. Parents would not send their children to the cities. There must be institutions, located at eligible points, to meet these wants. We have them already, and they are called colleges. What link is wanting in the system? It may be enlarged and perfected, but it now seems to be a continuous system—an uninterrunted succession of links.

I have dwelt more upon the relation of colleges to the other parts of the system, because of the vagueness which exists in the minds of not a few, as to the precise place which colleges occupy in our educational machinery. If the view now presented is the true one, the college is the highest of our institutions for general education, as distinct from professional. The culture which it gives may be more essential to certain occupations than to others, but it is because these require a higher culture. In this, it is not peculiar. It is the same from the beginning of the school course. Especially is it true of the high school and academy. But who calls these professional? Or what teacher, who is worthy of the name, would hesistate to affirm that the studies of the high school would be of incalculable value to every lad, no matter what might be his future employment? From beginning to end, through every stage of the educational process, which commences in the primary school and closes with the college, the culture is intended for the future man, as man—as a being endowed by his Creator with noble faculties, which need development; and not for him as a merchant, or a farmer, or a lawyer, in distinction from the other pursuits of life.

"Once more: Colleges repay the schools by scattering abroad' through the community a class of men who are always found to be the warmest supporters of good schools. Liberally educated men, without exception, are anxious that their children sheald be well instructed. They are always foremost in employing well qualified instructors, and most ready to give them an adequate composation. Their countenance and support may be depended upon when the teacher has to contend with the prejudices of the narrow-minded abath is ignorant. Their judicious suggestions for the improvement of his school, will always meet his approbation and encouragement. When our noble system of free schools is attacked by the demagogue under the plea of economy, the educated man will be found among its most earnest and successful defenders."

# (Remarks by the U. C. Journal of Education)

The above remarks are from a report by a Professor of one of the Colleges in Ohio, on the "Relation of Schools and Colleges.". What he states as a general and acknowledged fact in Ohio, ought to be a fact in Upper Canada. Not one of our Colleges would be in existence, were it not for support directly or indirectly received from Public Grants. Every person who has been educated in them, owes a duty to his country which he sadly disregards when he keeps aloof from, or neglects, or is not active in advocating or promoting, the general educational interests of his neighbourhood.

# JOHN GUTENBERG, INVENTOR OF PRINTING.

From the French Correspondent of the New York Observer.

Preliminary Remark.—Birth and early years of Jahn Gutenberg.—
His first and unsuccessful attempt in Strasburg.—Return to Ments.
His connection with John Fust.—New disappointments.—Books published by Gutenberg.—His last years.—Rapid progress of Typography.

A learned French writer, M. Augustus Bernard, has given to the public a work in two octavo volumes, on the origin and commencement of Printing in Europs. He has applied himself particularly to collect new information upon the life and labors of John Gutanberg, the celebrated inventor of an art which has changed the face of the modern world. I have thought that a brief sketch of this biography would be acceptable to your readers, for we must all feel a desire to know the life of a man who, by his wonderful discovery, has been one of the benefactors of mankind.

JOHN GUTENBERG was born at Mentz, on the Rhine, about the year 1400. Observe that Germany was destined, in the mysterious counsels of God, to be at once the cradle of printing and that of the Reformation. These two events are strictly connected together. Without Gutenberg, Luther perhaps would not have undertaken his glorious work, or at least would not have been so successful. But to return to our subject. He belonged to a patrician family. His name was Gensfleisch, but he took afterwards the name of Gutenberg from an estate of his mother's.

Though he was of noble birth, he never had the advantage of being rich. So far from it, he struggled all his life against pecuniary embarrassments; and in this respect he shared the lot of most inventors, who after endowing their fellow-men with marvellous wealth, reap none of it for themselves nor their families. It would seem as if the only wages allowed these geniuses is fame. As for money, it is the portion of vulgar imitators, who have more cunning than talent.

In 1420, civil discords forced young Gutenberg to quit Mentz with some other members of noble families. He sought refuge in Strasburg, which was at that time a free imperial city, and enjoyed great prosperity. Here he married. Several years he passed in retirement and meditation. It would seem that he was already occupied in new discoveries; for we see that, in 1486, he had associated with Andrew Dritzchen and other individuals, to disclose to each other the secrets they had found. A lawsuit which occurred between the members of the association after Dritzchen's death, explains what were these secrets. The first was a new method of cutting and polishing precious The second was plated fooking glasses, which became a substitute for metallic mirrors, till then used. Lastly, the third secret, much the most mysterious, related to typography. But the witnesses, on being interrogated, expressed themselves ambigiously, either from ignorance, or from unwillingness to reveal to the public the secret with which they were entrusted. All that we know from the report of the trial is that the question was about presses made by a carpenter, lead per, forme, and other objects belonging to printing. This trial took place in 1489; and from this fact, the city of Strasburg pretends to the honor of having given birth to the art of printing. It seems to me that this pretension is groundless. Gutenberg was not a citizen of Strasburg; he had only sought there a temporary asylum. Besides, his first attempts had not produced any definite results. No printed book existed at that time. But the city of Strasburg persists in its claim; and in 1840 erected a bronze statue to Gutenberg in a public square. We have nothing to say upon the erection of the statue; the inventor of printing certainly deserved such an honor.

In the trial just mentioned, the heirs of Andrew Dritzchen claimed of Gutenberg the restitution of a sum of money their relative had beened him. In vain poor Gutenberg replied that this money had been spent in the common enterprise, and that it was not right to make him bear all the expense of attempts which had not succeeded; the magistrates of Strasburg, not knowing that they had a great man at the foot of their tribunal, condemned him to pay all that the heirs of Dritzchen demanded; and Gutenberg decided, about the year 1444, to return to Mentz, with nothing in the world—nothing but his noble genius and his unshaken hope.

He had a fixed thought, namely, to find means of multiplying, cheaply and expeditiously, the copies of books. Already some incomplete attempts had been made by others, especially by LaurentCoster, of Harlem; hence, Holland claims in her turn the honour of having been the cradle of printing. These attempts, I repeat it, were quite insufficient. The only thing known and practised before Gutenberg was zylography, or the art of printing on wooden blocks, into which the letters were cut. But the works produced by zylography were rather collections of coarse engravings, with two or three lines of text, than books properly called. The pages could not be printed but on one side, and never would it be possible, by this crude method, to spultiply copies of voluminous writings.

Gutenberg then returned to Mentz, and after the most patient meditations, he succeeded in inventing what he sought so long. But a great difficulty stopped him; he had not money! How could he

bring out his invention? In this penury he applied to a certain John Fust, commonly called Faust, for the necessary sum. This Faust was a jeweller, a money broker and banker, who sought in everything not to do good to his neighbor but to increase his own fortune. And yet, John Fust's or Faust's name has become illustrious! he shares with Gutenberg the glory of the discovery of printing! he even made large profits which the real inventor failed to make. It is the same case as that of Christopher Columbus and Americus Vespucius. The poet Virgil characterizes this fact: Sic vos, non vobis, &c.

John Fust, the capitalist, consented, in 1450, to lend Gutenberg 800 florins on the following conditions: 1st, an annual interest of 6 per cent: 2d. a mortgage on all the instruments and stock of the establishment which should become the lender's property in case the invention was unsuccessful; 3d. a part in the profits of the enterprise, if it succeeded. You see that John Fust risked little, and had stipulated for sufficient advantages for himself.

Gutenberg then set resolutely to work. At the end of two years, the 800 florins were absorbed, and he determined to apply again for money to his associate. Fust was dissatisfied, and showed his ill humor in sharp words. Still as he had engaged in the enterprise, he consented to lend a second sum of 800 florins, adding that he would not advance another farthing more. But Gutenberg reached the harbor; he could shout with enthusiasm, like Æneas's companions: Italiam! Italiam!

In 1456, according to the most probable conjectures, appeared the famous Latin Bible in folio, printed in double columns, in moveable metallic type. The copies of this Bible are very rare. The library of Paris possesses two of them; one on parchment, the other on paper. At the end of each copy is an inscription written by the hand and dated in the month of August 1456. The capital letters and heads of chapters are also written by the hand. The name of the printer and the place of publication are not indicated. Gutenberg feared his secret would be divulged. Further, being of noble birth, he dared not avow publicly that he cultivated a mechanic art. Strange prejudice, which to us seems ridiculous! Gutenberg thought it derogatory and humiliating to be called the inventor of printing! Who would now know his name, if he had not been a printer? But it was his weakness; and throughout his life, he carefully remained anoymous.

The Bible which had cost so much pains and expense, was sold slowly. Manuscript copies were preferred, because they admitted more embellishments than that of Gutenberg. This caused Fust anxiety, and the capitalist instituted a suit against his unhappy debtor.—He sued for the sum of 2,020 florins,—neither more nor less,—that is to say, the advances he had made, with the interest accumulated. In accordance with the terms of the contract, Gutenberg was condemned, stript of his materials and almost reduced to beggary. John Fust then associated himself with an intelligent and devoted young man, Peter Schoeffer, who has also been considered one of the inventors of printing. These two men to whom the court had awarded Gutenberg's instruments and metalic types, founded a large establishment, published in 1457 the celebrated *Psalter*, which is now bought for its weight in gold by virtuosos, and became wealthy citizens of Mentz.

What, meantime, did Gutenberg? Being impoverished, ruined for the rest of his days, but endowed with an energetic will, he did not allow himself to be disheartened by the repeated blows of misfortune. His untiring activity, procured for him new resources; and by the aid of friends, he set up a modest printing office.

In 1465, Adolphus of Nassau, archbishop and prince of Mentz, conferred upon Gutenberg the title of Chamberlain of his court. It was an honorable rather than a lucrative office. The chamberlain received annually a suit of clothes, twenty measures of grain, two barrels of wine, and a small sum of money. It is probable that, from this moment, Gutenberg abandoned wholly the printer's trade which seemed unsuitable to his official dignity. He performed the humble duties confided to him, and died in February 1468, almost unknown to his contemporaries. His body was buried in the church of the Franciscans at Mentz, and a simple marble stone shows that here rests the mortal remains of this man of genius.

Such was Gutenberg's life. After having given to mankind the most useful discovery of modern times he regarded himself happy to be the servant of a bishop; he did not think the time would come when magistrates, princes, the first personages of Europe would bow respectfully before his statue.

The art of printing spread rapidly in Germany and other civilized countries. Between the years 1467 and 1475, we see that printing offices were opened at Cologne, Augsburg, Nuremberg, Lubec.-Monks, called Brothers of common life founded printing establishments at Brussels and Louvain in Belgium. Italy did not remain behind .-In the year 1467, a press was transported to Rome; some years afterwards, Venice, Milan and Naples followed in the same way. The art of printing came to Paris in 1469. It met with obstacles on the part of copyists who feared to loose their means of subsistence; but the king, Louis XI. protected printers. About the end of the 15th contury typography was extended throughout Europe, except Russia and Turkey. In 1450, it penetrated the new world, and Antonio de Mendoza introduced it into Mexico. Since then it has filled with its products the whole habitable earth.

# Miscellaneons.

### THE MEASURE OF LIFE.

We live in deeds, not years; in thought, not breath; In feelings, not in figures on the dial. We should count time by heart-throbs, when they beat For God, for man, for duty. He most lives Who thinks most, feels noblest, acts the best. Life is but a means unto an end-that end, Beginning, mean and end to all things, God.

# ISAAC WATTS.

Oh Watts! gentle-hearted old man! did you ever foresee the universal interest which would link itself to your name among the innocent hearts of earth? Did angels reveal to you in your dying hour how many a dying child would murmur your pleasant hymns in its farewell to earth?—how many living children repeat them as their most familiar notions of prayer? Did you foresee that in your navies and, and wherever its language is snoken the purer and least sinful notion of the ever shifting repeat. guage is spoken, the purer and least sinful portion of the ever shifting generations would be trained with your words? and now in that better world of glory do the souls of young children crowd around you? Do you hold sweet converse with those who were perhaps first sed into the track of glory by the faint light which the sparks of your soul left on the earth? Do they recognize you, the souls of our departed little ones-souls of the children of the long ago dead—souls of our departed in the living—lost and lamented, and then fading from memory like sweet dreams—It may be so: and that, when the great responsible gift of authorship is accounted for, your crown will be brighter than that bestowed on philosophers and sages!—Hon. Mrs. Norton's "Stuart of Dunleath."

## THE TEACHER'S AUTHORITY.

THE end of intelligent, judicious authority in school, is to subserve the purposes of education; and submission to law is the first lesson the pupil should learn.

Human nature unrestrained, makes its abode a most unlovely spot,

and of all others, the school-room, a scene of confusion and rebellion.

If a teacher wishes to place his school in a position to command the respect and confidence of the community,—if he would make his scholars energetic, prompt, accurate, he must put them into a state of entire submission to law, which should emanate from himself, and be the result of his own deliberate judgment, in view of existing circumstances. To such law, he must require unconditional, unlimited obedience. It is both his right and his duty. In no other way can he secure the respect and attention of his pupils, and if not the respect, of course, not the love of those under his charge, without which the school-room becomes loathsome, and the teacher's work a tack. It must then be his first and constant business to obtain and preserve order. No obstacle should hinder him, no doubt stagger him, no danger cause him to swerve.

How can good order be obtained? Not, certainly, by the promulgation of a long list of rules, with penalties annexed to their violation, many of which will probably begin to die as soon as they are fairly ushered into being. Nor by obstreporous exclamations, proclaiming ushered into being. Nor by obstreporous exclamations, proclaiming "I am master of this school; I will be obeyed!" so often repeated that even the pupils soon learn to regard them as assertions of a very doubtful character. Spasmodic action will never accomplish any thing desi-

rable in the school-room; it only serves to show that there is disease in the system, which will eventually prove its overthrow.

Seldom, perhaps, is permanent order established by a single effort. Every act, word or look of the teacher has its influence in this matter; but there must be consistency and perseverance in a prescribed course to secure it. The habit of governing must as firmly be implanted in the teacher, as the habit of obedience in the pupil. If the one exists, the other will almost invariably follow.

Govern without appearing to govern, is a wise direction. Let be no parade, no noise; be dignified, firm, prompt, and kind. your eye declare your intentions, while your words are few, distinct and decided. Never issue a command the consequences of which you have not attempted to foresee, and are not prepared to meet; but when delivered, secure its obedience, "peaceably if you can, forcibly, if you must." There must be no evasion, no taking the back track, or the labor of months may be lost, and misrule and rebellion be the consequence.

The work of government requires powers more rare than the ability to convey information; this many can do, who deserve not the name What can be accomplished in a school-room where order and system have no place, have not the first place? Who can expect, that out of such a laboratory, shall come forth any but effeminate, imbecile minds, undisciplined by submission, and unsubdued by restaint? They may acquire some superficial knowledge, which will dazzle for an hour, but fail utterly to secure a training which will give stamina to character, and fit its possessor to brave the storma of life, and to place his mark upon the men and things with which he

The teacher who requires implicit, respectful obedience of his pupils, must expect in these days of loose principles, to meet a tide of influences wholly unpropitious to his plans, even among those friendly to this school. He may be urged to persuade, coax, hire and flatter in the ways of well-doing, but is warned against adopting decisies measures. To all this, he must have self-control enough to listen, and independence enough to follow the convictions of his own esol judg-

ment, and compel his pupils to do right if necessary.

Thus may he hope to obtain mot merely a dutiful respect to his wishes; the warm affection of young hearts, who may jayfully be led by him in the paths of wisdon, will cluster around him, while the impress of his own character shall be beautifully blended with that of a multitude who will soon be filling life's varied stationa.—Massachusette. Teacher.

# IGNORANCE AND DISCONTENT.

Discontent will always exist as long as human nature remains as it is. But ignorance especially is discontented. The ignorant man meets with misfortune and poverty. He knows not who to attribute his misfortunes to, how far they are unavoidable, how far they are the result of circumstances he can control, or how far they are the results. of inviolable laws of Providence to which he should have conformed. He therefore thinks it all luck, and he envies those who are luckier than himself.

Knowledge, says Michelet, "docs not make its professors malignant and envious, by what it communicates, but by what it holds back. He who is ignorant of the complicated media by which health is created, must naturally conclude that it is not created, that it does not grow, but changes hands only; and that man cannot become rich save by despoiling his fellows. Every acquisition will seem to him a robbery, and he will hate all who have accumulated." (People p. 68.)

Again the ignorant, rich as well as poor, attribute all their misfortunes to government: and this leads to the desire on the one side

and on the other to have government constantly interfering with the business and concerns of the citizen, and produces the very evils which it dreads.—Rhode Island Commissioner of Public Schools.

# POLLOCK, THE POET, AND SIR JOHN SINCLAIR.

POLLOCK, THE POET, AND SIR JOHN SINCLAIR.

Far from ever disparaging the fame or success of any contemporary, he was always eager to bear his warmest testimony of admiration and respect to the excellence of others. It seemed as if every scotchman was his relative, and every acre of Scotland his own, he took so keen an interest and so noble a pride in their prosperity. One instance among many may be recorded of Sir John's generous aid to struggling genius: One of his daughters having shown him, soon after its publication, Pollock's Course of Time, she incidentally described the state of most disastrous poverty in which the gifted author was then almost hopelessly pining, while he supported himself from month to month by writing little tales and tracts for which he received a mere triffe. Pollock, like Chatterton, was sinking into actual want, when Sir John instantly sent him a generous donation; and, after carefully studying instantly sent him a generous donation; and, after carefully studying the beautiful poem, he copied out some of the hest extracts, printed four pages of them at his own expense, and distributed these specimens' in hundreds throughout Great Britain, with an account guaranteed by himself, of the poet's circumstances. Subscriptions to the amount of some hundred pounds immediately poured in, the admirable poem was rapidly bought up, and Sir Charles Forbes, in answer to Sir John's representation, offered his interesting protegé an appointment as chaplain in India. What can be more dismal than the prosperity that comes too late? The poet's doom was evidently already sealed, and he appeared a dying man; yet his carnest desire was once to see Sir John, and personally to thank his unknown benefactor. None who witnessed that scene can ever forget it. Pollock, within a few weeks of his death, entered Sir John's drawing-room supported on the arm of a tall, florid, robust-looking clergyman, his friend, Mr. Brown. The wasted figure, the hollow cheeks, and the eye blazing with genius and with the excitement of grateful emotion, who can ever forget? Pollock's words, though pronounced in the broadest of Scotch, were eloquent with all the poetry of genius while he warmly thanked Sir John for having been the herald of his fame to a world he must soon and so certainly leave. It was with foelings of deep sensibility that the kind-hearted baronet went through this first and last interview with the poet whose works he had admired, whose adversity he had relieved, and whose celebrity he had so greatly extended. When Pollock very soon afterwards died, a proposal was made that the fund collected by Sir John for the poet's relief, should be expended in raising a monument to his memory; but the humane baronet said that the best monument would be to relieve the poet's near relatives from that penury which had been so destructive to himself; and it was done.—Chambers's Memoir of Sir John Sinclair.



TORONTO: DECEMBER, 1858.

THE YEAR 1853 will always constitute an important epoch in the history of Upper Canada. The events to which it has given birth will form essential elements of influence and power in moulding the institutions, forming the character, and promoting the happiness and prosperity of the country. The abundant harvests of the year, and the ready and advantageous disposal of the various products of the country, have rewarded and prompted enterprise in every department of human industry, have created an unusual demand and value for labor, have given an unwonted impulse and importance to our commerce, and diffused throughout the land the joyous consciousness of plenty and increase. These are abundant reasons for a people's devout thankfulness, as well as ample encouragements to their industry and enterprise. But these blessings, however great and numerous, are the material gifts of a bounteous Providence; their continuance depends essentially on the varying demands of foreign countries and the varying productiveness of domestic seasons; abundance may be followed by scarcity, under the blighting of drouth and mildew; and the fields of Europe, teeming with golden harvests, may reduce in value the grain-fields of Canada, and suspend all remunerating demand for their productions in foreign markets. A fruitful season or a fortunate market does not constitute the institutions of a country, nor form the elements of its moral and social progress. When, therefore, we speak of 1853 as a memorable epoch in the history of Upper Canada, we refer to events which will leave a deep and indelible impress upon the institutions, character, and progress of the people, apart from the bounteous gifts of a productive season and the large accumulations of a prosperous com-

1. The magnificent system of internal railroad communication

which has been matured and commenced, will lay the foundation for developing the latent resources of the country, and promoting its foreign and domestic trade to an indefinite extent. The most comprehensive and adventurous mind will hardly attempt to compute the end of such a beginning, in the advancement of manufactures, the creation of villages, the extension of towns and cities, the subjugation of forests, the multiplication of settlements, the increase of population, the growth of wealth—in a word, everything that constitutes the material elements of a country's rapid progress and grandenr. The year that witnessed the maturing and completion of a system of means and arrangements for the continuation of railroads from end to end of the Province, with various tributary and intersecting lines, will ever be memorable in the annals and recollections of our country.

- 2. Another event of the year, which will, perhaps, be regarded by the future Canadian annalist as second to none in importance, is the unrestricted right of local self-government, which has been so cordially and handsomely conceded to Canada by the Queen and Parliament of the mother country. The repeal of an Imperial act which had taken from the people of Canada rights previously secured to them by their original constitutional act in 1791, and which had, without their consent and against their constitutional vote, arbitrarily determined the positions and immunities of religious classes of the population—the repeal of such an act, and the placing of all the interests of the religious as well as educational institutions of the Canadian people in the hands of the people themselves, upon the simple and sole ground of their unrestricted right of local self-government, is a bloodless and noble charter of Canadian liberty, of which every Canadian may justly feel proud, whether it be judiciously exercised or not.
- 8. The completion of our municipal system, by important amendments and improvements, must exert a most potent influence upon the future character and interests of the country. The principle of self-government in all purely local affairs, applied not only to the country at large, but separately and fully to every few square miles of it, is an agency of almost unlimited capacity and power in opening up throughout the land the channels of local communication and enterprise, in regulating all affairs of neighbourhood interest, and providing the means of education and knowledge. A people possessed of such a power, and able to appreciate and exercise it, are beyond the reach of enslavement of any kind and from any quarter, and have spread out before them the most animating prospect of improvement and comfort. No element of social progress is so impulsive or more powerful than a consciousness in each man who has intelligence and industry to acquire property, that public affairs are his affairs, and that he has a proprietorship and voice in whatever relates to the well-being of his neighbourhood and country.
- 4. In regard to the general system of public instruction, the year now closing has been a most eventful one. An act has been passed creating a University unconnected with any one College, but regulating the system of public collegiate education, and invested with authority to confer degrees and honours in the arts and sciences; another act has been passed to establish a system of Grammar Schools; and a third act has been passed defining unsettled questions in the common school law, and remedying its defects. The Legislative Grant in aid of common schools has been increased; the amount raised by local

municipalities for the payment of teachers and the furnishing of schools, the number of noble schoolhouses erected (especially in cities, towns, and villages), and the number of pupils attending the schools, are largely in advance of any previous year.

5. The system of Public Libraries, which has been brought into operation during the year, will preëminently form an era in the intellectual history of Upper Canada. It is a system which has been a subject of inquiry, consideration, and preparation for years—which has been a matter of free and public consultation in every county—which leaves the people free to act as counties, townships, cities, towns, villages, or school sections, as they please—which combines all the resources of each municipality to provide useful and entertaining reading for the whole population—and renders accessible to the remotest municipality of the country, and at the lowest prices, the best books for popular reading that are published either in Great Britain or in the United States. Through the medium of these books the sons and daughters of our land may contemplate the lives of the good, the wise, and the great of both sexes and of all ages, survey the histories of all nations, trace the rise and progress of all sciences and useful arts, converse with the sages and bards of ancient Greece and Rome, as well as with the philosophers, poets, scholars, discoverers, inventors, artists, travellers, and benefactors of mankind of all times and countries—exhaustless sources of instruction and entertainment.

A very large proportion of the municipalities of Upper Canada have already shown how worthily they appreciate the advantages offered them by means of public libraries; and it only remains for the other municipalities to follow the noble and patriotic examples thus furnished them.

Altogether, the year 1853 must ever be associated in the minds of the people of Upper Canada with pleasing and proud and grateful recollections, such as should call forth their devout thanksgivings to Almighty God, increase their love to their country, and animate them to industry and enterprise in all their avocations and pursuits.

# HINTS TO SCHOOL TRUSTEES.

Blank school returns for the half year now closing were sent to trustees with the Journal of Education for last month; and all trustees are reminded of the necessity of filling up and transmitting those returns to their local superintendents by the end of the present month (December). These returns are requisite in order to make the apportionment of the half year's school fund; and no school section is entitled to share in the fund, the trustees and teacher of which neglect to make this half yearly return. (See supplementary act, 5th section.) The principle of distributing the school fund among school sections is, that every section shall receive from the fund each six months according to its works during such six months.

- 2. All trustees of schools are also reminded that the day of the next annual election of school trustees is Wednesday, the twelfth of January, at ten of the clock in the forenoon; of which trustees must give at least six days' notice, exclusive of the day on which the meetings are held. As the several clauses of the 6th section of the school act prescribe the duties of annual school meetings, trustees need not specify them in their notices of such meetings.
- 3. The omission of any one thing authorized by law to be done at an annual school meeting, does not invalidate the other authorized acts of such meeting. In case of objections to the

lawfulness of any election proceedings of an annual meeting, the objecting parties should forthwith give notice of their objections and make their complaint to the local superintendent, who (as authorized by the 6th proviso in the 14th section of the supplementary school act) is authorized, within twenty days, to receive and investigate such complaint, and confirm the proceedings or set them aside, and appoint the time and place of a new election, as he shall judge right and proper. If annual school election proceedings are not objected to and investigated within twenty days after their occurrence, they cannot afterwards be set aside or disturbed.

- 4. The trustees alone are authorized by law to select and employ their teacher or teachers, and determine the amounts of their salaries, and what sums shall be expended for school purposes of every description. The annual school meeting, or a special meeting, determines (within the limits prescribed by the supplementary school act) how such expenses shall be provided for. By the 13th section of the supplementary school act, no man can be taxed according to the whole number of his children, or the number of his children of school age; nor can a rate-bill be imposed exceeding one shilling and three pence per month for each child attending school. All the rest of the expenses of the school must be provided for in one or both of two waysvoluntary subscription and rate on property. If a school meeting resolves in favor of voluntary subscription, and only five shillings are thus voluntarily subscribed, the balance required must be provided for by a rate on property, as authorized by the latter part of the seventh clause in the 12th section of the school act. If a school meeting adopts no resolution on the subject, or if a majority at such meeting should adopt a resolution against having a school at all, the trustees can still proceed and provide for all the expenses of their school, under the authority of the clause of the school act just referred to. Thus trustees cannot be prevented from keeping open, maintaining, and furnishing a school as they shall judge fit.
- 5. Then it is also proper that trustees should be responsible for the exercise of such trust and power.—1. If the trustees do not keep open their school six months of the year by a legally qualified teacher, and thus forfeit and lose to their section the year's apportionment from the school fund, the 9th section of the supplementary school act makes such trustees personally liable to their section (on the complaint of any resident in it before a magistrate) for the amount of the apportionment thus forfeited and lost through their neglect of duty. 2. Each trustee forfeits to the school section one pound five shillings (on the suit of the local superintendent) for every week after the 31st January, that he delays sending his annual school report to the local superintendent. (See supplementary act, 10th section.) 3. Trustees who will not exert all their official powers to fulfil any engagement of their corporation, make themselves personally responsible. (See school act of 1850, 12th section, 16th clause.) 4. A trustee who refuses to perform his duty at any period of the year, or neglects to call the annual school meeting, is also liable to a fine to his school section. (See school act of 1850, 6th and 9th sections.) 5 Trustees are likewise responsible to their section for all moneys received by them. (See same act, 12th section, 18th clause.)

These provisions of the school law amply secure school sections and all parties in them who wish the education of children, against the neglect or misconduct of unfaithful trustees; while the same provisions will justify and help energetic and public spirited trustees in the exercise of the ample powers with which they are invested, to furnish and keep open and maintain a good school, notwithstanding the false-economy opposition of any parties who may seek to shut up the school or cripple its operations. The spirit of the law is, that common school education shall be brought within the reach of all the youth of Upper Canada.

# TO LOCAL SUPERINTENDENTS.

During this month blank school reports for local superintendents will be sent to all the officers concerned, with full and minute instructions as to the mode of filling them up. Should any local superintendent not receive his supply of the blank reports referred to, he will please intimate it to the Educational Department. All these reports, duly filled and added up according to the directions given, must be transmitted by the 1st of next March, in order that the apportionment of the legislative school grant for 1854 may be notified in the Journal of Education for May.

The distribution of the assessment part of the school fund among the school sections in each township for the half year now closing, will, of course, be based upon the returns of the trustees for said half year. The trustees were furnished last month with blank returns for this purpose, as well as with blank reports for the year.

This number concludes the *fifth* volume of the *Journal of Education*. Parties wishing to subscribe for the next volume are requested to forward their names and subscriptions (five shillings) by the 1st of January.

# PARLIAMENTARY REPORT ON THE COMMON SCHOOL SYSTEM IN LOWER CANADA.

The Legislative Assembly at its last Session appointed a Select Committee, "to inquire into the state of Education, and the working of the School Law in Lower Canada."

The Committee consisted of Mr. Sicotte, (Chairman,) Hons. Messrs. Drummond and Badgley, Messrs. Fortier, Polette, Lacoste, Sanborn, Chapais and Christie, (of Gaspé,) with power to send for persons, papers, and records.

The French Papers of Lower Canada are publishing the Committee's Report, together with the answers of persons examined or written to by the Committee.

From the *Minerve* of the 22nd November, we translate the substance of the introductory part of the Report—containing a statement of the means employed by the Committee to obtain information, and the general results of its inquiries.

"The Committee appointed to inquire into the working of the School Law, and the means of rendering more effective the legal provisions adopted for the promotion of education in Lower Canada, report as follows:

"In order to obtain information relative to the state of primary instruction in Lower Canada, the Committee thought it their duty to address to all the curés, ministers and secretary-treasurers of School Municipalities, a series of questions as to facts, which might furnish the basis of impartial and important statistics. The guarantee for the truth of the facts thus given, is the position and means of information possessed by the parties stating them. Statistics thus obtained have a greater value as they represent general facts, apart from mere trivial discussions, or interested official statements.

"Your Committee have not thought it their duty to solicit

dissertations on the advantages of instruction, but to examine, without prejudice, whether the people, under the operation of the law, receive that practical instruction which the interests of society require.

- "Your Committee have pursued their inquiries under the following heads:—
- "1. The state of primary instruction, and the working of the School Law.
- "2. The causes which have retarded, and do still retard the progress of education.
- "3. The means requisite to render the present law more effective, and to improve our system of primary instruction.
- "The answers obtained from more than 400 persons, upon the points proper to determine, satisfactorily, the state of primary instruction, establish the following facts:
- "The number of Commissioners, (school-trustees,) that can read and write, is only 502, out of 1025, in the municipalities from which the Committee have reports. The number of male teachers is 516, and that of female teachers is 822.
  - "The salaries are divided as follows:

Below £10,	15
do. £12 10	45
do. £20	.114
From £25 to £40	.345
Above £50	. 40
"The age of female teachers is divided as follows	:
From 15 to 18 years,	. 118
Below 20 years,	

"The number of male and female teachers declared qualified is 412, out of 1991. The number of children, who, since the operation of the law, have continued their studies in the schools, is 881

Below 25 years,.....843

"Out of 1838 schools, there are geographical maps in only 896, and globes in only a very small number.

"Out of 205 secretary-treasurers of different municipalities, which have given answers, 100 only declare that the law works tolerably well (plus ou moins bien).

"Out of 140 priests from whom answers have been received, only 20 make the same declaration as to the working of the school law in their parishes.

"The number of model schools is only 78.

"The time spent by the Inspectors, in visiting each of a great number of the schools, has been a quarter of an hour or half an hour.

"There is no uniformity in the books, and there are frequently no books.

"The teaching varies and changes according to the teachers employed; there is no method, and the teachers complain that each child brings a different book.

"There is no supervision or management; to let alone is the dominant principle of the whole organization.

"These facts present the real state of primary instruction, and indicate successively the causes which retard and render it stationary. The law passed for the education of the people, can only be efficiently administred by men more or less educated. It is impossible that instruction can be solid or progressive, when teachers are perfectly incapable. So many young female teachers cannot give sufficient and suitable instruction."



# ENGLISH TRAVELLERS ON THE CONTINENT.

One of the editors of the New York Observer, who is now travelling in Europe, mentions the following incidents, which occurred while he was ascending (in company with several English and German University students) the Alps into Italy, by the famous pass of St Gothard:—

"A carriage came up in which an English gentleman was riding, with two servants on the box. I walked by the side of his carriage and fell into conversation, when he very politely invited me to ride with him. I declined of course, and told him that I was making a pedestrian tour, and designed to walk to Andermatt, three hours and a half farther up the mountain. "I spend the night there also," he said, and "I will esteem it an honor, sir, if you will take a seat in my carriage." Such an invitation, under the circumstances was not to be refused, and bidding my young friends a pleasant walk, I took a seat by the gentleman's side. How wonderfully the scenery improved, certainly how much my appreciation of it increased, when I folded my arms, and fell back upon the cushions! I found myself with an accomplished member of the London bar. He knew public men whom I had met, and was well acquainted with all subjects of international interest, so that in fifteen minutes we were comparing minds on those questions in which England and America are so much concerned. We stopped at the little village of Wasen for refreshments. I insisted on paying the reckoning, when he stopped me with this remark, "Sir, you are my guest to-day: when I meet you in America I shall be happy to be yours." All my intercourse with Englishmen abroad has been similar to this. I have seen them in public places when those characteristics of which we often read, have appeared very prominent, but whenever I have had the opportunity of conversing with intelligent men, I have found them accomplished, exceedingly affable, and apparently desirous to cultivate, rather than to repel acquaintance."

# POPULAR EDUCATION IN AMERICA.

From an elaborate article in the *Edinburgh Review* for July, on "Popular Education in America," we extract the following paragraphs:—

"After this glance at particular States and cities, the reader will not be surprised at the results which we condense into the following summary. The returns embrace States containing more than two-thirds of the inhabitants of the Union. The others have not yet published their returns:

Number of children in States making returns of couca-
9 700 7KR
tional age
Number of children attending public schools in same 2,967,741
Number of children attending public schools in same 2,001,1 =1
Annual expenditure on public schools ditto \$7,086,698
Annual expenditure on public schools disto
Number of students in colleges, law, and medical schools, 18,260
Humber of Beddenes in Congress of the TT-14-3 Change of OFA OFE
Number of volumes in public libraries of the United States 8,954,875
Number of volumes in college libraries 846,455
Number of volumes in college notaties
Amount of public school funds beside land\$17,957,652
Amount of public school funds beside land.
Population of the United States, 1850
Population of the Omicca States, 2000
Estimated population, December, 1852
The sure of the su

The zeal for education in the United States has passed their borders, already animates Upper Canada, and is gradually penetrating the provinces of Lower Canada and Nova Scotia. A normal school has been for some time in progress in Upper Canada and will soon find countenance in the other provinces. The comparative progress of these colonies may be inferred from the annexed table:

Canad	la. West.	1849.	population	803,566
16	"	"	children in public schools	151,891
44	66	46	paid for salaries	\$330,720
46	East.	44	population	768,844
46	-46	44	children in public schools	78,551
66	"	46	public grant	\$50,772
Nova	Scotia,	44	population	800,000
-1014	**	44	children in public schools	80,681
46	46	66	annual expense for same	186,286

While the upper province of Canada readily adopts the school system borrowed from the improved system of Ireland, the French inhabitants of the lower province cling more tenaciously to their ancient usages and habits. Railways, however, are fast invading the provinces, and will soon bring them in contact with their more mercurial neighbors, and obliterate their prejudices.

Our glance at education in the Transatlantic States leads us to some

important results. We glean from it, not only the facts that more than 8,000,000 of pupils attend the public free schools and that large funds are accumulating for the purposes of education, but we deduce more interesting conclusions. It is obvious that the system of public instruction has taken firm hold of the public mind, and is eminently popular and progressive; that it is pervading the entire country, and assuming a higher tone and character.

There is a determination in America to unite the thinking head with the working hand, and to elicit all the talent of the country. The system of public schools drew Daniel Webster from obscurity to guide and enlighten his country; and more Websters are required. The respect for education displays itself in the embellishment of the grounds of the country schools. In place of the low and comfortless school-room, brick structures are now reared in the large towns, seventy feet in length by sixty in width, and four stories high, well ventilated and warmed by furnaces. The books are improved, and libraries provided. The local committees give place to able superintendents and boards of control. Music is added to the studies,—schools of design are established,—normal schools to prepare teachers are provided. Institutions are started to educate the deaf, dumb, blind, and idiotic: all these are at the public charge. Academies and colleges follow, and schools for arts, law, medicine, and divinity succeed; and to stimulate the whole, teachers' institutes, school journals, and agents are employed by the State to disseminate information, and fan the public enthusiasm. Appeals are constantly made to the public to suffer no waste of talent or intellect; to give the luxury of learning to the class doomed to toil, and to counteract the bad influences of the home of

the illiterate emigrant by the attractions of the school.

Under these incentives the taxes for schools are cheerfully paid, and education progresses. What are its effects? Do we not see them in the quickened action of the American mind, in its more rapid adaptation of means to ends; in the application of steam and the great water power of the country, as a substitute for labor; in teaching it to move the spindles, the loom, the saw, drill, stone-cutter, and the planing, polishing, and sewing machines; in replacing the living man and woman by steam carpet looms and artificial reapers; in teaching the locomotive and car to surmount steep acclivities, and wind round sharp curves at trifling expense; in designing new models and new modes of constracting, rigging, and steering ships upon the sea, diminishing the crews while doubling the speed and size of the vessel; inventing new processes for spinning and bleaching; new furnaces for the steam engine, and new presses for the printer?

A few years since, the question was asked by a distinguished divine, "Who reads an American work?" The question now is, "Who does not read an American book, journal, or newspaper?" The trained soldier can effect more than the raw recruit, and the skilled artisan more than the rude plough boy. Disciplined America can entrust the guidance of her mechanism and the teaching of her children to the trained female, and devote the strength and talent of the male to agriculture, navigation, construction, and invention. Temperance seems to foilow in the train of education. Thirty years since spirits were used to excess in many of the States. A marked change has occurred as education has advanced, and now in some States the sale of spirits is almost discontinued. The saving thus effected, more than counterbalances the whole cost of education.

The effect of education on morals is well illustrated by the progress of Massachusetts in one branch of manufactures, that of boots and shoes. While in some countries the manufacturer dares not entrust the materials to the workmen at their houses, in this State the artisans are scattered in their rural homes, the materials sent to them with entire confidence, and returned weekly ready for the market. Among other great branches of industry, this now amounts annually, in this little State, to £6,000,000 sterling.

In this same State, in the face of a large immigration of laborers from Ireland, and liberal outlay for their shelter, pauperism has been virtually receding. We learn from Hunt's Merchant's Magazine for June, 1851, that in the twelve years preceding, in that State, population had increased 40 per cent, welath 120 per cent, and the cost of pauperism but 38 per cent, although 2,880 foreigners were aided in 1837, and 12,384 received assistance in 1850. "Thus, in twelve years," the writer remarks, "the cost of maintaining the poor, distributed per capita upon the population, has fallen from 44 cents per head to 43, and the percentage on property has been actually reduced one-third. Native pauperism is comparatively diminished, and the principal draft on the charity of Massachusetts is the temporary aid given to the foreign emigrant.

We learn by the census returns lately published, that in 1850 the whole number of churches and meeting-houses in the United States was 86,011, containing 13,849,896 seats, or room for three fifths of the existing population. In this growing country nearly one-fifth of the inhabitants are under the age of six; and if we deduct those who from sickness, extreme youth, old age, or domestic duties, are unable to worship together, this must be a very liberal provision. By the same returns we find the whole number of foreigners in the country

was 2,210,828, or less than one-tenth the entire population; and while the annual expense for paupers was but £600,000, the permanent foreign paupers were 13,487, and the native 36,947 only. With respect to crime, the ratio is still more striking. Of 27,000 crimes in the United States during 1850, no less than 14,000 were committed by foreigners. In a country whose natives are educated more than 14. foreigners. In a country whose natives are educated, more than half the crimes are traced to illiterate foreigners, forming less than onetenth of the whole population.

It seems, then, to be established in America, that general education increases the efficiency of a nation, promotes temperance, aids religion, and checks pauperism; while all concede that it diminishes crime. Why should its effects be different in England, and why should we not find in education a cheap and most admirable substitute for prisons and penal colonies? If in America holders of property sustain education because they insure their own safety, and the security of their fortunes, by the instruction of the masses, why should not the same results attend education in England?

Again, if America with all accessions from natural growth and immigration, cannot afford to lose the mines of intellect hidden in the popular masses; if she is not rich enough in intellect to suffer their faculties to run waste, can England, comparatively stationary in growth and population, afford such loss?

The future contests of nations will not be confined to warlike encoun-They will be in the field of science and arts, and that nation will attain to the highest distinction which shall excel in the arts of peace. If other nations are cultivating and developing the human intellect, let not England be distanced in the course. She can appreciate the effective force of the skilled artisan, the disciplined soldier, and trained athlete. Will she not appreciate the value of disciplined mind, or educated labor? Do not her position, climate, and wealth, enable her to wield them with the most advantage. If the humble citizen of a village in America considers himself the foster father of the children of the poor, the natural guardian of those Heaven has intrusted to him, and under moral obligations to educate his wards, will the philanthropists of England exhibit less benevolence? And is there any country in which the natural powers of the mind offer a more favorable field for cultivation—in which education is likely to yield a more plentiful harvest—than England? We have so lately given a full consideration to the subject of popular education in this country, that we need not here dwell upon its importance: we will only add our conviction, that whenever the conflicting religious views which now impede its extension, shall have been reconciled, no difficulties of a merely economical character will prove insuperable.

# EDUCATION INCREASES INDIVIDUAL POWER OF LABOUR.

Thought is the great human power; education and study enable us to join to our own experience and reflection the experience and reflection of all the human race. A man remaining uncultivated and knowing only what he has thought, what he has observed himself, and opposed to him who is enriched by the thoughts and experience of ages, is like a poor individual who would contend with his own weak arm against the combined powers of a multitude. The man also who by the obligation of manual labour must have condemned his faculties to almost constant idleness, opposed to him who by constant exercise has given to his mind rapidity, certainty and precision, has not the same means of making the most of his individual power of thought; whilst his adversary knows how to employ for his createst advantage the treasure of thought of all those who have lived before him.— Sismondi.

# AID TO ATTENDANTS ON THE STATE NORMAL SCHOOLS.

1. The sum to be distributed to the pupils of each school, in any one term, shall not exceed \$333.83, and any unexpended balance of a

2. The distribution shall be confined to the second and third terms of the attendance of pupils, and to those who reside ten or twelve

miles from the school.

8. The distribution shall be made only to those pupils who have not the means of defraying the expenses of a course of instruction at the Normal Schools, and who shall bring from the school committees of the town in which they reside, a certificate to that effect, and who shall give entire satiafaction to the Board, of their possessing the chacharacter, habits of application, and capacity requisite for becoming successful teachers.

4. The distribution shall be made to such pupils as aforesaid, in the following proportions: to each pupil who lives ten, and under twenty miles from the school, by the nearest route, a sum, the amount of which shall depend upon the number among whom the whole is to be distributed; to those who live twenty, and under thirty miles from the school, twice as much to each as to one of the first class; and to those who live thirty miles or more from the school, three times as

much to each as to one of the first class; provided that the first class of pupils shall not receive more than fifty cents per week, each; those of the second class, not more than one dollar per week, each; and those of the third class, not more than one dollar and fifty cents per

week, each.

5. The distribution aforesaid, shall be made by the visiting committee of each school, after consulting the principal of such school.

6. The first distribution shall be made for the autumn term of the

year, 1858.

## BOYS, REMEMBER!

I once visited a large public school. At recess a little fellow came up and spoke to the master: as he turned to go down the platform; the master said, "This is a boy that I can trust. He never failed me." I followed him with my eye, and looked at him when he took his seat after recess. He had a fine, open, manly face. I thought a good deal about the master's remark. What a character had that little boy carned! He had already got what would be worth more to him than a fortune. It would be a passport into the best store in the city, and what is better, into the confidence and respect of the whole commu-

nity.

I wonder if boys know how soon they are rated by older people. Every boy in the neighborhood is known, and opinions are formed of him; he has a character favorable or unfavorable. A boy of whom the master can say, "I can trust him; he never failed me," will never want employment. The fidelity, promptness, and industry which he shows at school, are in demand everywhere, and are prized everywhere. He who is faithful in little will also be faithful in much.

Be sure, boys, that you earn a good reputation at school. Remember you are just where God has placed you, and your duties are not so much given you by your teachers or your parents, as by God himself. You must render an account of them, and you will also be called to render an account to Him. Be trusty—be true.

# HOW SCHOLARS ARE MADE.

"Costly apparatus and splendid cabinets have no magical power to make scholars. In all circumstances, as a man is, under God, the master of his own fortune, so is he the maker of his own mind. Creator has so constituted the human intellect, that it can only grow by its own action, and by its own action and free will, it will certainly and necessarily grow. Every man must, therefore, educate himself. His book and teacher are but helps; the work is his. A man is not educated until he has the ability to summon in an emergency, all his mental powers in vigorous exercise to effect its proposed object. It is not the man who has seen most, or read most, who can do this, such a one is in danger of being borne down, like a beast of burden, by an overloaded mass of other men's thoughts. Nor is it the man who can boast of native vigor and capacity.—The greatest of all warriors in the siege of Troy had not the pre-eminence because nature had given strength and he carried the largest bow, but because self-discipline had taught him how to use it."

DUKE OF WELLINGTON.—The noblest fact in the history of Wellington was that put on record by Mr. Gleig, who had had the best opportunities of ascertaining, that, wherever the Great Duke travelled in his latter days, his companion and his counsellor was the word of God, which was read by him day by day.

YOUTHFUL NEGLECT.—Sir Walter Scott in a narrative of his personal history gives the following caution to youth: "If it should ever fall to the lot of youth to peruse these pages, let such readers remember that it is with the deepest regret that I recollect in my manhood the opportunities of learning which I neglected in my youth; that through every part of my literary career I have felt pinched and hampered by my own ignorance, and would this moment give half the reputation I had the good fortune to acquire if by so doing I could rest the remaining part upon a sound foundation of learning and science.'

FAVOURS AND THEIR OBLIGATIONS .- To feel oppressed by obligation is only to prove that we are incapable of a proper sentiment of gratitude. To receive favours from the unworthy, is simply to admit that our selfishness is superior to our pride. Most men remember obligations, but not often to be grateful for them. The proud are made sour by remembrance, and the vain silent.

Man is born for action; he ought to do something. Work, at each step, awakens a sleeping force, and roots out error. Who does nothing, knows nothing. Rise! to work! If thy knowledge is real, employ it; wrestle with nature; test the strength of thy theories; see if they will support the trial; act!

LITTLE MATTERS.—One hour lost in the morning by lying in bed will put back all the business of the day. One hour gained by rising early is worth one month in a year. One hole in the fence will cost ten times as much as it will to fix it at onco.



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# TEACHERS PROPERLY ESTIMATED.

The King of Bavaria has lately delivered, with extraordinary emphasis, the following reply to an address of certain schoolmasters, who had sent to thank him for having increased their stipends. This royal reply deserves, says the Augsburg Gazette, to receive universal publicity:-"I thank you, gentlemen, and I rejoice if in what I have done you recognize that I am the friend of schoolmasters; that I honour and esteem your profession; not only do I esteem it, but I love it. Your mission is, I acknowledge, hard and difficult; and to fulfil it you have need of an angelic patience. Attend to the education of the people, for it is in a great measure in your hands; disseminate everywhere useful knowledge, for it is that which forms a moral and believing people. Tell your brethren that I love them, and (placing his hand upon his heart) the King gives you his word that he will do everything in his power for you." everything in his power for you.

# Educational Intelligence.

### SENATE OF THE UNIVERSITY OF TORONTO.

SECRETARY'S OFFICE, Quebec, 26th November, 1853.

His Excellency the Administrator of the Government has been pleased to make the following appointments, viz. :-

The Honorable William Hume Blake, Chancellor of Upper Canada, to be Chancellor of the University of Toronto.

The Reverend John McCaul, LL.D., President of University College, to be Vice-Chancellor of the University of Toronto.

The Honorable William Henry Draper, one of the Justices of her Majesty's Court of Queen's Bench for Upper Canada.

The Honorable Adam Fergusson, Member of the Legislative Council. Joseph Curran Morrison, Esquire, M.P.P., Solicitor General for Upper

Canada. John Langton, Esquire, M.P.P., M.A., Trinity College, Cambridge. David Christie, Esq., M.P.P.

William E. Logan, Esquire, F.R.S., Fellow of the Geological Societies of London and France.

Frederick W. Cumberland, Esquire, Civil Engineer, Vice President of the Canadian Institute.

James J. Hayes, Esquire, M.D.

The Reverend John Taylor, M.D.

The Reverend Adam Lillie.

The President of the Medical Board in Upper Canada—for the time being.

The Treasurer of the Law Society in Upper Canada—for the time being.

The Chief Superintendent of Schools in Upper Canada-for the time being.

The Principal of Queen's College, Kingston-for the time being,

The Principal of Victoria College, Cobourg-for the time being,

The Provost of Trinity College, Toronto-for the time being,

The President of Regiopolis College, Kingston-for the tine being.

The President, or Senior Professor, Knox's College, Toronto-for the time being.

The Principal of Upper Canada College-for the time being.

The Superior of the College at Bytown-for the time being, and

The President of the School of Medicine at Toronto-for the time being. to be Members of the Senate of the University of Toronto, under the Act 16 Victoria, chapter 89.

# GOVERNMENT INSPECTION OF SCHOOLS IN SCOTLAND.

From the Minutes of the Committee of Council on Education, 1852-8, we extract the following results of the labours of Dr. Woodford and Dr. Cumming, and the assistant Inspectors.

Dr. Woodford's Report for Schools connected with the Established

Church :-

No. of schools inspected between 1st Nov., 1851, and 81st	
Oct., 1852	226
Amount of accomodation in square feet	189.588
Average No. of children in attendance.	28.710
No. of children present at examination.	20,819
No. of certificated Teachers,	85
No. of pupil Teachers,	866
Income of 188 of the schools:—	

188 of the schools:—		•	,,,
Endowment	£4.821	0	101
Voluntary contributions,	1.856	18	41
School pence,	860	16	11
Other sources,	8,129	1	8

Expenditure : Salaries,£16,	978	14	61	
Books and apparatus,	459	18	5	
£22.	606	5	8	

Dr. Cumming's Roport of Schools not of the Estab	olished C	hurc	h.
No. of schools inspected between Nov. 1, 1851, ar	nd Oct		
81, 1852,			208
Amoeut of Accommodation in square feet,	• • • • • •	901	,838
Average No. of children in attendance,	• • • • • •		,812
No. of children present at examination,	• • • • •		,727
No. of certificated Teachers,	• • • • • •	22	
No. of pupil Teachers,	• • • • • •		128
Annual income of 206 of the schools:—	• • • • • •		884
Endowments,	£299		
Volun(ary contributions,	. 8,811		
School pence,	. 12,605		
Other sources,	. ხ,800	13	11
FT TO 1 AND MAD AT 120			
[In Report, £21,506 17 12]	£21,216	17	1.
Expenditure:—			
	01# #00	40	
Salaries,			
Books and apparatus,	294		
Miscellaneous,	8,14	6 11	1 8
•	-		
	£21,041	_ 5	_ 8 <del>E</del>
The general ermanditure of the Control of the			===
The general expenditure of the Committee for 1853	8	_	
amounts to£	1,056,289	6	11
Of which to Scotland—			
Established Church,	10,407	7	8

# NATIONAL EDUCATION IN SCOTLAND.

Free Church, etc....

Episcopal Church,......

Several meetings of the Edinburgh Committee of the National Association have taken place of late, and a final preliminary meeting was held on the 24th ultimo, in No. 6, York Place. There were present, professor Fleming, Dr. Begg, Dr. Johnston, Limekilns, professor M'Michael, Dr. G. Lees, Dr. Gloag, Dr. Bell, Mr. Adam Black, Mr. Burton, Mr. W. Duncan, Mr. James Richardson, Mr. Sibbald, etc., etc. Mr. Black was called to the chair. The draft Resolutions prepared at previous meetings, attended by, besides many of the above gentlemen. Drs. Guthrie, Harper, Alexander, and Schmitz, were gone over and finally adjusted, and a deputation, consisting of Mr. Black, Dr. Guthrie, Dr. Harper, and Dr. Begg, was appointed to proceed to Glasgow to snbmit them to the Glasgow section, and to report for final adoption at another committee meeting. It is also proposed to hold a great meeting in the end of November, formally to submit the resolutions to the community. To this great meeting members of both Houses of Parliament connected with Scotland will be invited. We believe the resolutions as adopted, affirm,—1. That measures should be taken to obtain such a general system as to embrace every child in the kingdom. 2. That a system which is sectarian, or which operates by public grants, can be neither acceptable nor efficient; and not only should the system be national, but the teachers should be eligible, without regard to sect or party. 8. That the present educational machinery is defective, and the status and remuneration of the teacher inadequate. 4. That an additional assessment must be provided to carry out the plan, the management and control of which should be vested in committees elected by heritors, ratepayers and parents, having children at the schools. And 5. That Scotland is ripe for this measure, and that the Government, by introducing such a comprehensive bill, would secure the support of the Association and of the country, and confer an inestimable boon upon the nation.—Scottish Press.

QUERN'S COLLEGE, CORK.—Dr. W. J. C. Thomson, late Lecturer on Botany in Marischal College, Aberdeen, has been appointed Professor of Natural History in the above College. The Rev. Mr. Hincks, the previous incumbent, has accepted a chair in University College, Toronto

SCHOOLS AMONG THE NESTORIANS.—There are about sixty or seventy vilage schools among this interesting people, there having been a larger increase in their number the past year than in any year previous. They are also constantly becoming more efficient and useful, as young men and women go out from the seminaries better qualified for their work as teachers. Every year the seminaries are brought under a closer discipline, and aim at a higher standard of scholarship.

# Literary and Scientific Intelligence.

A LITERARY PENSION of £100 a year has recently been conferred upon Sir F. B. Head, formerly Lieutenant-Governor of Upper Canada, in consideration of his having written many popular works.---- A similar pension has been conferred upon Mrs. Moir, widow of the lamented "Delta," of Blackwood's Magazine; and one of £80 per annum upon the Rev. Wm. Hickey, who has written several valuable papers upon Agriculture, under the nom de plume of "Martin Doyle."—An Observatory is about to be built at Utrecht. The King of Holland laid the first stone last month .-Brown, Esq., M.P. for South Lancashire, England, has placed at the disposal of the Town Council of Liverpool the munificent sum of £6,000 for the erection of a free library .--It has been determined to erect a statue of the late Lord Belfast, to be placed in a suitable locality in that town, in order to perpetuate the memory of a nobleman who reflected honour upon his order, and who had made himself endeared to the people by the excellence of his life, and the earnestness which he manifested in the cause of education.

STATISTICS OF JOURNALISM.—The following account is given of the number of Newspapers in different parts of the world:-Austria, 10; Africa, 14; Spain, 24; Portugal, 20; Asia, 80; Belgium, 65; Denmark, 85; Russia and Poland, 90; Prussia, 300; other Germanic States, 320; Great Britain and Ireland, 500; United States, 1,800.

An Acre.-Many people are desirous of knowing its exact size. It is comprised within the distance of 220 feet length and 190 feet width. A square acre is a fraction less than 209 feet each way, being less than one inch too much on either side.

A Journal of the Albert National Agricultural Training Establishment at Glasnevin, near Dublin, has been established with the view of bringing prominently before the public, the details of the system of management pursued at Glasnevin; of affording an accurate account of the progress of industrial knowledge, as obtained from the published reports of agricultural meetings and exhibitions; of the publication of select essays on various agricultural and horticultural subjects; and of receiving and answering all agricultural queries of a useful and practical nature, &c.

COMPARATIVE SPEED .- The velocity of a ship is from eight to twelve miles an hour, of a race horse from twenty to thirty miles—of a bird, from fifty to sixty miles—of the clouds, in a violent hurricane, from 80 to 100 miles-of sound, 828 miles-of a cannon ball, as found by experiment, from 600 to 1000 miles (the common estimate is much too low)-of the earth, round the sun, 68,000 miles (more than ahundred times swifter than a cannon ball-of Mercury, 105,000 miles-of light, about 800,000,000 miles-passing from the sun to the earth, 95,000,000 miles, in about eight minutes, or about a million times faster than a cannon ball.

# EXAMINATION OF COMMON SCHOOL TEACHERS.

THE Board of Public Instruction for the United Counties of York, Ontario A and Peel, hereby gives notice, that an Examination of Candidates to fill the offices of COMMON SCHOOL TEACHERS, will take place on WEDNESDAY, the 21st of December, at 9, A. M., at the following named

At the New Court House, City of Toronto. Examining Committee: Revds. J. Jennings, H. J. Grasset, J. Barclay, and J. Roaf; Dr. Hayes, R. Cathcart, and J. B. Boyle, Esquires.

At Duffin's Creek. Examining Committee: The Rev. R. H. Thornton, Dr. Foote; W. B. Warren, and E. Annis, Esquires.

At Brampton, Chinguacousy. Examining Committee: Revds. J. Pringle, R. H. Osler, R. McGeorge; and T. Studdert, Esq., and Dr. Crombie.

At Newmarket. Examining Committee: Rev T. Baker; Joseph Hartman T Nivon and R H Smith Equipes

Hartman, T. Nixon, and R. H. Smith, Esquires.
At RICHMOND HILL. Examining Committee: Revds. J. Boyd, T. Wight-Dr. Langstaff, A. Wright, G. P. Dickson, and T. C. Prosser, man. Esquires.

\* All Teachers presenting themselves for Examination, will be required to select the particular Class in which they propose to pass, and previous to being admitted for examination, must furnish to the examining Committee satisfactory proof of good moral character, such proof to consist of the Certificate of the Clergymen whose ministrations the Candidate has attended, and in cases where the party has taught a Common School, the Certificate of the Trustees of the School Section. Each Candidate is required to attend the examination in his own School Circuit.

First Class Teachers not required to be re-examined.

The Board will meet at the Court House, on Tuesday, the 27th day of December, at noon, for the purpose of receiving the Reports of the several examining Committees, licensing Teachers and for other business.

> JOHN JENNINGS, Chairman.

City of Toronto. November 17, 1853.

MANTED a SCHOOL, on or about the 20th of January, by a Single Man, who holds a SECOND CLASS CERTIFICATE of Qualification from the Board of Public Instruction, in the United Counties of York, Ontario, and Peel; has attended the Provincial Normal School during one session; has had some experience in the improved methods of teaching. letter (post-paid) to S. M., Yorkville P. O., York Township, stating salary.

WANTED a situation in a good School, about the beginning of January next, by a Married Man, of several years experience in teaching.—has been in the Normal School, Toronto, for nine months—holds a FIRST CLASS CERTIFICATE for the County of Carleton, &c. Reference kindly permitted to the Rev. Mr. Lochead, Superintendent of Schools, Ozgoode, Address (stating salary) D. Robertson, Ozgoode Post Office.

WANTED, a TEACHER for School \* Section No. 2, Township of ETOBICOKE. Salary £70 per year; First or Second Class Certificate. None need apply without proper certificates of capacity and moral The School to be vacant in the fore part of January; the School has been free these three years. Application to be made to the Trustces, Joseph Ward, Peter Shaver, or George Jeffrey. Etobicoke, 6th December, 1853.

# MAPS OF CANADA, GLOBES, & APPARATUS

FOR SALE at the Depository in connection with the Education Office. Toronto:-

Maps—Canvas, Rollers and Varnished.			
•	£	8.	d.
<ol> <li>Bouchette's Map of British North America with latest County divisions, statistics, &amp;c. 7 ft. 6 in., by 4 ft. 3 in</li> <li>Thayer, Bridgman and Fanning's Map of Canada, New</li> </ol>	2	10	0
Brunswick, and Nova Scotia, with latest County divisions, 3 ft. by 2 ft. 6 in.	0	7	6
8. Outline Map of British America, with names of Counties, 2 ft. 4 in. by 1 ft. 10 in.	0	5	O
4. Smith's Map of Upper Canada, with names of Counties, Cities, Towns, Villages, &c., (engraved on copper,) 2 ft. by 1 ft. 6. in	0	5	0
Globes.			
1. Cornell's 9 inch Globes, with Stand, each	2	10	0
2. Do. 5 do. do. do. do	Ü	17	6
8. Holbrook's 5 inch do. do. do	0	6	8
4. Copley's 16 inch do., per pair,	10	0	0
Apparatus and Cabinets.			
1. Holbrook's Box of Apparatus, with Improvements	5	10	0
2. Do. do. Geological Specimens, 80	ō	10	Ö
8. Varty's do. do. 96 (large)	2	13	9
8. Varty's do. do. 96 (large)	2	15	0
5. Do. Cabinet of Natural Objects	8	0	0
6. Do. do Showing the Natural History of the Silkworm.	0	7	6
7. Do. do do. do, do Bee	0		6
8. Do. do do. do Wasp	0	7	6

ADVERTISEMENTS inserted in the Journal of Education for one halfpenny per word, which may be remitted in postage stamps, or otherwise.

TERMS: For a single copy of the Journal of Education, 5s. per annum; back vols. neatly stitched, supplied on the same terms. All subscriptions to commence with the January number, and payment in advance must in all cases accompany the order. Single numbers, 74d. each.

All communications to be addressed to Mr. J. GRORGE HODGINS. Education Office, Toronto.

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